

# THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

Entered as second-class matter at the New York Post Office.

VOLUME LXVII., No. 23.  
\$2.00 A YEAR; 6 CENTS A COPY.

DECEMBER 19, 1903.

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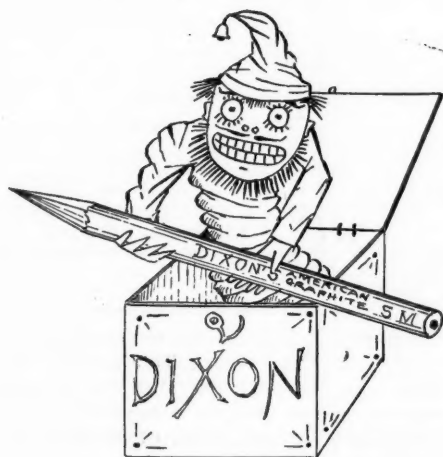
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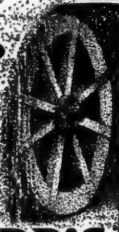


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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending December 19.

No. 23

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## Corporal Punishment.

By DAN S. GIFFIN, Heuvelton, N. Y.

I see the old question of corporal punishment in the school is still being discussed; it is one of the questions that will not down. When some of us older ones were boys it was not a debatable question, it was considered as one of the necessary adjuncts to an education. We were very early taught that "sparing the rod spoiled the child" and tho we preferred to take our chances of being spoiled rather than submit to the curative properties of the rod, still there was no alternative but to take the medicine dealt out to us by the master in charge. I remember when it was common for a teacher on the first day to take into the school-room, I suppose as an emblem of authority, a blue beech, and one teacher in particular who was regarded a little above the common run, I presume because he did not deign to take the common blue beech but instead brought with him a rawhide. We saw at once we had something superior to deal with. It was a development of the vulgar beech, and, of course, we had quite a curiosity to know the difference in the sensation between this and the old way. The first to receive its persuasive influence was questioned after school hours by all the rest as to its effectiveness and it was not many days before most of us had had a practical experience of our own. Do you think we loved or even respected that teacher or those others who still clung to the beech, or that we cried when the last day of school came? If you do, you do not understand human nature. No sir! we despised every inch of him and as soon as the highway was gained and we were out of his reach you could hear the song of rejoicing from dozens of little throats expressing their feelings about as follows:

"Good-bye, scholars; good-bye, school,  
Good-bye, schoolmaster, you d— old fool!"

And as those pupils came to man and womanhood they could not help but retain much of the contempt of their childhood. Of course, since I have become older, I have shifted my contempt from the teacher to the system.

The above is not the only effect the system caused, that is of making the children hate the teacher. If that were all it might be endured if it had any good to its credit. The immediate effect upon the boys was, to arouse all the pugilism of their natures, and, if this chanced to be dormant in one, the little spark was kindled till he could stand with a chip on his shoulder and dare another to knock it off with as much bravado as the worst of them. If the challenge was accepted a fight followed, and if it was not accepted the challenged was branded a coward. The fact was, that fighting at recess and the noon hour had its run just as much as marbles, football, or other games. The fighting was not always confined to the boys, but, as soon as one arrived at the point where he dared, he tried his skill upon the teacher.

I have lived quite a number of years and have seen many grades of society in one place and another, the army included, and as I look back, I can say I saw more right down fist fights during those old school days, in the school-house, on its grounds and in our little community than in all the other years of my life, and I believe corporal punishment in the school had much to do

in causing it. My observation has never led me to believe that "licking" makes saints, tho I did once hear of two women, one the wife and the other a sister-in-law of a man whom they threw to the floor and pounded most unmercifully. When taken off and asked why they did it, they said, "they were pounding salvation into him." But those two women were both crazy.

I have in my scrap-book a couple of pictures, clipped years ago from THE SCHOOL JOURNAL I think, entitled: "Our Forefathers at School." They so nearly represent the old conditions when corporal punishment was rampant that I preserved them. If I were an artist I would reproduce them, but, not being one, I will try to describe them. The first is an outdoor scene in which two boys are fighting; several others stand around, fairly dancing with joy over the fun they are having, while the teacher stands at the door, rod in hand—where, in those days, it was always found—apparently "yelling" at the boys who pay no attention to him. The second is an indoor scene at the last lesson for the day, and the little imps are cutting up all sorts of mischief, pandemonium let loose, while the teacher is laying the rod on one boy he has across his knee. Go back to the old days if you want to and think you must, but not under my jurisdiction. I have seen enough to satisfy me that the system is a bad one.

Do you inquire, How, then, would I have the school governed? I will tell you. I would have no law passed on the subject of corporal punishment, for or against. I would expect the teacher to use the judgment and means a wise parent uses in governing his family. I would give him the power to suspend an incorrigible temporarily, and, when he does so, report the fact at once to the board of education, or a committee thereof, or the superintendent in cities, have them investigate the matter, and, if they find no way by which the child can be returned with safety, let them make the suspension permanent and send him to the truant school. But, be patient with him, and, if a proper spirit is shown, try him again and again, and, if he has to be given up at last, do it in sorrow and not in anger, and see that all the pupils so understand it.

If the teacher is found to be acting unwisely and unable to govern without brute force, dismiss him and get one who can. On the other hand, if he acts wisely, sustain him and keep him as long as you can.

Have the school environments such that the children will feel they are there to be benefited; that the teacher is their friend, not their boss; there to help them, not to govern them; there to show them how, not to compel them. The pupils of such a teacher will govern themselves and that is what we want them to learn to do in connection with their daily studies, and their teacher will have their respect in all the years to come.

## Children's Toys and Future Men.

By ROBERT BRUCE.

As the public school is the lever by which the improvement of society must be worked, every effort to provide means of training for those who would otherwise be without it—every endeavor to give the children of the poor useful knowledge of common things—merits the support of every educational influence. And this brings



us to the practical observation that toys ought to be made to advance education, whereas a majority of those furnished to children in this country do more harm than good. At least half of them should be burnt ignominiously as early corrupters of public taste.

George Stephenson had few if any toys, but as intelligence dawned upon him he took the materials provided by nature and fashioned them after the things about him. Isaac Newton made mills and telescopes for toys. The father of the inventor of the steam hammer, who was not only an able artist but also a man possessed of much constructive skill, provided his sons at a very early age with saws, hammers, and other tools, and set them to the task of constructing their own toys. Many instances might be added of eminent men whose talents have been awakened in earliest childhood by some such means as this.

Look thru a collection of toys in the average city store and you will find them flimsy and inartistic in the extreme. Many of them are hideously ugly, others made as if expressly to break—an evil in more ways than one, since they may actually engender a habit of destroying. Some of the toys in the foreign bazaars display more artistic quality; the carts and drays are exceedingly well made, and the horses full of spirit. Some of the best toys made are imported from Switzerland, the animals being cut in soft white wood and beautifully formed, with special disregard, however, to proportionate size. Whole families employ their time in the manufacture of these articles. One man is famous for his antelopes, another for lions, some for cats and dogs; and they often

go on from youth to old age carving the animal of their choice. Indeed, some toys have afforded employment for several generations; and it is noticed that the gaily painted Swiss milkmaids and similar figures have not been altered in the slightest particular for a century or more.

In many other articles deterioration is evident. Compare the nut-crackers most frequently seen to-day with those common in the days of Queen Elizabeth or Charles II. The latter were not remarkable for purity of design or beauty of workmanship, but they show that quaint feeling which existed in former days, and which caused the old-time workmen to adapt, with different degrees of finish, picturesque and artistic forms to the most ordinary objects. In examining the table vessels of the middle ages one is struck by the extent to which this feeling of design was carried out. Vessels were shaped like bears, lions and other animals, and when filled with the beverages of those days they were almost as powerful in the overthrow of man as the animals represented.

Some would have us leave the taste of the young to take its choice. "Thelwall," says Coleridge, "thought it very unfair to influence a child's mind by inculcating any opinions before it should have come to years of discretion and be able to choose for itself. I showed him my garden, and told him it was my botanical garden. 'How so?' said he, 'it is covered with weeds.' 'Oh,' I replied, 'that is only because it has not yet come to its age of discretion and choice. The weeds, you see, have taken the liberty to grow, and I thought it unfair to prejudice the soil towards roses and strawberries.'"

## The Professional and Financial Side

*Conducted by William McAndrew, New York.*

### The N. E. A. Investigation.

"The trouble with these conventions," said the publisher's agent as he fanned himself, sitting on the wide stone steps of the Hotel Brunswick in Boston during the great N. E. A. meeting last summer, "is that the teachers who most need instruction and inspiration can't afford to come. The N. E. A. has reached a point where it can formulate and perfect ideals which are only for the select few. The rank and file of the teaching force can feel not much more than despair in looking thru the suggestions for work made by the advanced men and women who fill the programs in the numerous departments of this splendid organization."

It is as if the railroad experts in New York should go on planning speedier and more crowded time tables without taking steps to see that the right-of-way out in their territory, the tracks, the bridges, the trains, the locomotives, the water-tanks, the coal, the men, in short all the operating factors up and down the line are kept in a condition to permit of high speed and frequent trains. When a man sets out to write a paper for the N. E. A., he reads all that has been written on his subject, he selects the best, puts it all in, elaborates it, and presents a monograph upon the ideal conduct of one detail of education. In the next room an enthusiast is delivering himself of a similarly prepared plan for teaching some other subject. Add together all these suggestions and you have a proposition so splendid that it is impossible.

This is not a sneer at high aims. Let us hitch our wagon to a star. Let us also attend to the axle grease.

The teachers of New York city, endorsed by City Supt. Wm. H. Maxwell, State Supt. Charles R. Skinner, and Pres. Nicholas Murray Butler, of Columbia university, asked the executive council of the N. E. A. on the ninth of last July whether the members did not think that along with a report of a committee of ten on secondary schools, a report on elementary schools, a report on normal schools and with other valuable documents printed by the N. E. A., a report on the condition of the people who are the main features of elementary, secondary, and

normal schools, that is to say—school teachers—was about due. President Eliot thought it was, he had been studying the money side of public education for a dozen years or more. President Harper thought so, too. Superintendent Lane, Secretary Irwin Shepard and Principal Downing were of a similar mind. It was President Butler who brought into the council at the Boston meeting, as he had previously done at Detroit, the memorial of the New York city teachers, asking the N. E. A. to do something for the financial and social assistance of teachers thruout the country. This time, all the above named gentlemen being in the council, the resolution went thru swimmingly. Fifteen hundred dollars were appropriated for investigation and report. A committee was appointed on salaries, tenure, and pension systems of teachers.

For chairman the council made a felicitous choice. Hon. Carroll D. Wright, U. S. commissioner of labor and president of Clark college, is not only an expert sociologist and the leading American authority on wages, service, and management, but he has just completed a study of the cost of living in various localities that will be as pertinent to this new investigation as if the two lines of work had been planned for one another. In the second place Commissioner Wright has the faculty of pushing things, of getting work done. He is an organizer, an expert in the collection and arrangement of facts. No man in America could render the service that the appointment of Commissioner Wright insures.

Miss Anna Tolman Smith, the second member of the committee, is the well-known editor and compiler in the National Bureau of Education. Miss Smith's familiarity with the information collected by the bureau on all subjects and in the line of her specialty, foreign educational systems, salary scales, pensions, etc., make her a fortunate selection.

Miss Catherine Goggin, the third member, financial secretary of the National Teachers' Federation, is well-known to THE SCHOOL JOURNAL readers for her services in the protection of the interests of grade teachers in Chicago and elsewhere.



Professor Joshua R. Giddings, another member, is the distinguished economist, teacher, and author, for some years an editor and writer on the *Springfield Republican*, now professor at Columbia university.

The remaining three members are Supt. Edwin G. Cooley, of Chicago, Prin. R. H. Halsey, of the Wisconsin State Normal School at Oshkosh, and Prin. Wm. McAndrew, of the Girls Technical High School, New York.

The committee has employed a Washington expert, Mr. Charles H. Berrill, as statistician and will make a report to the National Educational Association at its July meeting.

The lines of investigation will cover maximum and minimum yearly salaries paid to men and women in every grade of public school work from kindergarten teacher to city superintendent. This will be sought in all cities of 8,000 inhabitants and upward. For school systems in towns under 8,000 inhabitants the committee will endeavor to select three such communities in each state and territory. One should be the town where living is most expensive, another should be a town where living is the cheapest, the third should be a town where expenses are a medium. Of the rural schools the committee wishes to select from ten to twenty-five including the one which pays its teacher the smallest yearly salary and the one which pays the largest yearly salary, the others will be between the extremes.

When these tables are matched with a tabulation showing the purchasing power of a dollar in a great many locations in all of the states and territories, the salary report will be the most extensive and workable statement on salaries of American teachers ever issued. It will be applicable to any school or any system in America by comparison. For instance, a teacher in Ishpeming knowing the population of her town has only to select a town of about the same size in upper Michigan to find whether she is paid more or less than the teachers near by in corresponding circumstances. The tables of money's purchasing power will enable a teacher to ascertain what cities pay better than her own. This of course cannot be determined on the basis of population alone. The little town of Oak Park clinging to the skirts of Chicago and paying a man \$900 is not doing so well by him as a town of the same size on the Ohio river is doing for its \$850 man. Two thousand dollars will buy much more in Spokane than in Butte.

An investigation to be undertaken by the committee at the suggestion of Miss Goggin is important. It concerns the management of the teachers' salary funds. Is this protected by statute making mandatory the levy of a tax of a certain per cent. of the assessed valuation of property and requiring this fund to be expended for nothing but teachers' wages, or must the salary monies depend on how much the board is going to expend on buildings, coal, and apparatus? Here crops out the sound doctrine constantly reiterated by the teachers' federation that the essential care of education is teaching and not buildings or books. Miss Goggin holds that the teacher must be kept in good condition even tho she has to work in a barn. This fact is obvious enough when one takes the trouble to analyze education. It grows dim when an ambitious member of the school board wants to erect an educational monument to himself in the form of a fine school in his district. Huxley said he had seen many school funds fossilize into dead stone and mortar so that their educational result was zero. We believe that a school is teacher and pupils and that the housing and equipment of a school is always the secondary consideration.

For facts, tables, comments, suggestions, and written or printed aids of all sorts bearing on salary tenure and pensions the committee issues an appeal to everybody interested in American education. They should be sent to Commissioner Carroll D. Wright, 1429 N. Y. Ave., Washington, D. C.

There are ten or a dozen other lines of investigation which the committee cannot undertake at this time, chiefly from inability to handle any more work. Teach-

ers everywhere thru their associations should not only send offers of co-operation in the work of this committee but they should follow out other work suited to their circumstances and needs. This department of the journal will give and take suggestions of this kind.

## Filipino Education.

An even hundred Filipino students have left Manila for this country, to be educated at the expense of the government. They are the pick of the so-called normal schools of the Philippine islands, and are, so the Filipino's have been informed, to take college and university courses in the United States. As a matter of fact they are on the average, about as proficient in things scholastic as a child in the United States at the age of twelve. If at the end of four years they are fitted to take college entrance examinations they will have spent the intervening time very profitably.

The education of the Filipinos is being carried on upon lines far different from the conventional ones which lead to a college course. The education of the mass of the poor to speak English, to answer ordinary arithmetical questions, to know a little of the history of their own country and that of their teachers, and to make them a little more intelligent on questions affecting the public good has been the object of the 900 American teachers on the islands. The results so far have been encouraging. The public schools have turned out a large number of boys who speak English, and who are proving of much value in industrial pursuits. In the so-called normal schools the pupils are usually of mature years, many being thirty years old.

In addition to the day schools there are also night schools in every town of large size and in every district of the cities. These schools are taught partly by the regular teachers, partly by American clerks who have a detail to the night school work, and partly by other Americans who act as substitutes. Should a teacher be absent from night school, the first American who can be secured is pressed into service for the night. These classes teach many adults who cannot attend school during the day. The curriculum does not cover a large range of subjects, and in many classes nothing is taught but English. In teaching these lower grades it is the universal verdict of school principals that Filipino teachers are entirely satisfactory. Many principals say that the Filipino teacher can teach much more to his fellow-countrymen in a given space of time than an American teacher can. This refers, of course, to the lowest grades, for there are few of the Filipino teachers who are able to teach anything else than the elementary subjects.

It is hardly to be expected that the progress in the English language would extend thruout the whole of the southern islands. As a matter of fact there are large districts in Mindanao, Mindora, and Basilan, where no one speaks a word of English. But in all the northern islands one can find in every tiny village some one who has learned in the new schools to speak English, and it would be easy now for any one to travel the length of the Island of Luzon if he did not speak a word of Spanish.

Teachers will probably not welcome the news that school sanitation has been further complicated by the discovery of dangerous bacteria in such ink as is used in schools. Professor Markmann, of Leipsic, has investigated sixty-seven kinds of ink and has discovered dangerous bacteria in them. This explains why it is often dangerous to wound oneself with an inky pen. Most of the inks he examined contained a large quantity of micrococci, bacteria, and fungi. From a red and purple sample he cultivated bacilli which killed a mouse in four days. A remedy, or rather a preventive measure, is to keep all ink bottles and ink wells closed when not in use.

## Manual Training Schedule. IV.

By Dr. James P. Haney, Director of Manual Training, New York City.

### Grade 2B.

Total time per week, 180 minutes, to be divided into four periods of appropriate length, for lessons on object drawing, illustrative drawing, color and design, and constructive work.

For half-day classes, the lessons in object drawing and constructive work are suggested.

#### Object Drawing Lessons.

Aim to secure in drawings of good size and placing, the representation of the circle, as it appears in objects seen at different levels below the eye. Study proportions of top and front face. Cultivate power of making individual judgments. Use individual models wherever possible.

In plant form drawing, aim to secure expression of life and growth. Use color where possible.

A short drill on lines, for correct pencil holding and free arm movement, should precede each lesson in object drawing.

In object drawing, use pencil; in plant form drawing, use crayon, chalk, or brush.

1. Study top of cylinder at different levels below eye. Practice in sketching appearance. Disc may be used as an aid in studying appearance of top.

2. Cylinder below eye.

3. Cylindrical object, below eye, as baking powder can, water cup or tumbler.

4. Cylindrical object, below eye, as jar or cup (handle turned away); or vegetable or fruit form in mass.

5. Cylindrical object, below eye, as mug (handle turned away), or bottle.

6. Cylindrical object, below eye, as flower pot, tin pail, wooden measure, or bottle.

7. Vegetable or fruit form in mass.

8. Hemisphere, below eye.

9. Hemispherical object, below eye, as bowl.

10. Hemispherical object, below eye, as bowl or basin.

11. Study of top of triangular prism, facing, at different levels below eye. Disc may be used as an aid in studying appearance of top. Practice in sketching appearance.

12. Triangular prism, facing below eye.

13. Draw grasses in mass, or simple leaves in outline, as plantain or morning glory.

14. Simple leaf, in outline, as mullein, or flower in mass.

15, 16. Lobed leaf, as sassafras or sweet gum.

17. Lobed leaf, in outline, or flower in mass.

*Illustrative Drawing.*—(Boys and girls).—A lesson each week, as appropriate opportunity offers, in connection with language work (poems, stories, etc.), nature study (plants, animals, natural phenomena, etc.).

The following lessons, in water color or colored chalk, are suggested as alternatives for the illustrative work of the last five lessons: 13. Grasses, 14. Grasses or leaves, 15. Leaves or vegetables, 16. Leaves, vegetables, or flowers, 17. Leaves, vegetables, or flowers.

Aim to secure clear, expressive drawings, with the story told by each pupil in individual manner. Emphasize proportion and action. Develop power of expressing distance.

Practice on elements may be given, but no illustration is to be copied.

#### CONSTRUCTION, COLOR, AND DESIGN.

*Construction.*—In making forms rising from the child's interests in his surroundings, aim to secure neatness and dexterity in handling. Knowledge of the reason for each step taken should be developed, that the pupil may be prepared to use such knowledge in the making of original forms.

*Design.*—In the decoration of constructed and other

forms, aim to secure original units showing both simplicity and variety in repetition, alternation, and radiation. Use few elements and proportion the unit to the space it is to decorate.

*Color.*—Aim to develop recognition of the six standard colors, their tints and shades as they appear apart, and in the study of color in nature and design.

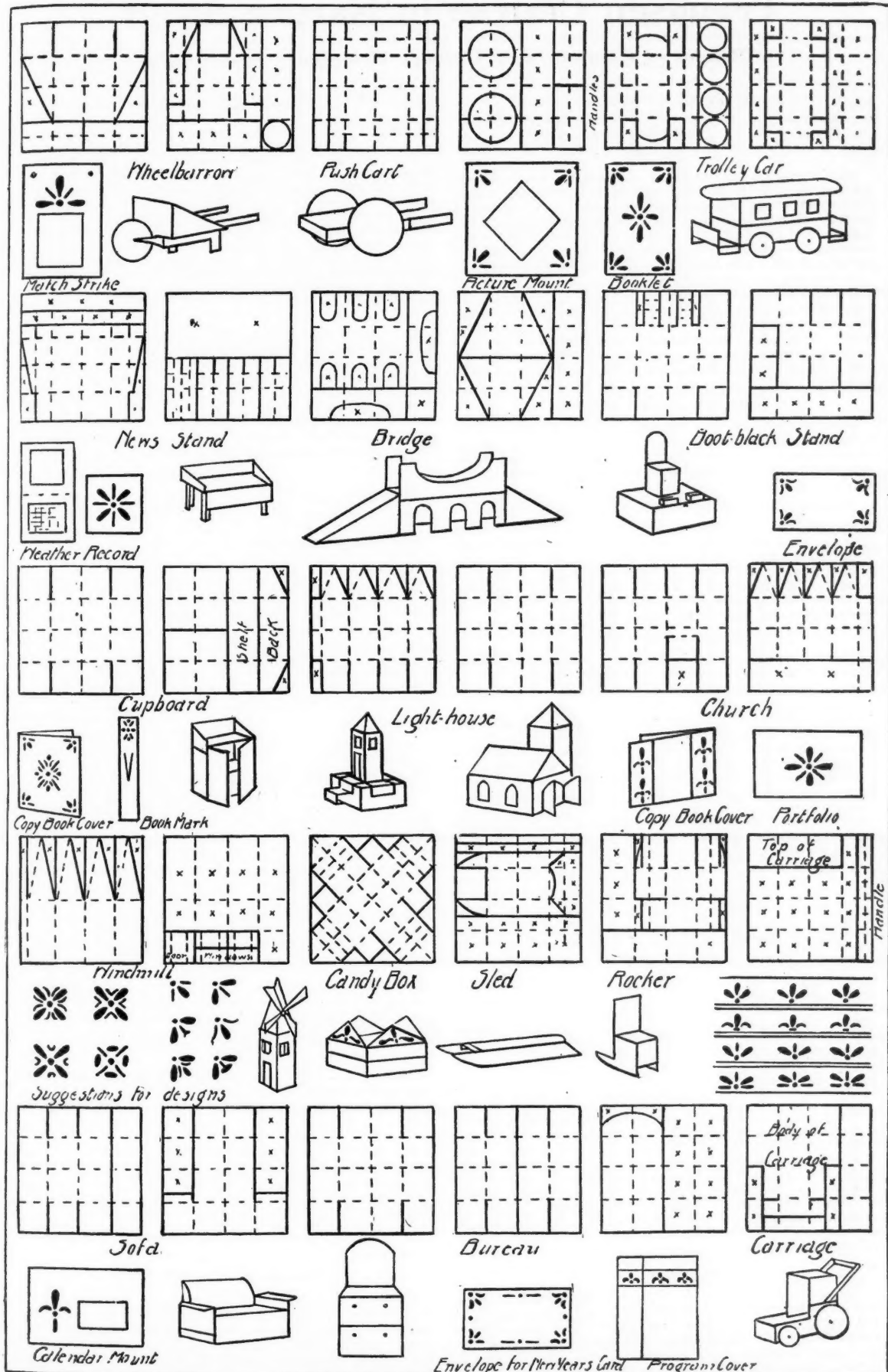
In the following lessons the exercises are suggested by the seasons, holidays, and pupils' interests. Use oak tag, bogus or cartridge paper, gingham, book linen, or other available material.

#### SPECIAL LESSONS FOR BOYS.

1. Review standard colors, tints, and shades.
- 2, 3. Make shed or push cart, or make form, as valentine, and decorate.
- 4, 5. Make form to be decorated, as match strike, portfolio for weather record, or make program cover.
- 6, 7. Practice design for constructed form (original balanced units, rosettes or borders.)
8. Decorate form constructed fifth lesson (original balanced unit or border.)
- 9, 10. Make trolley car, news stand, or windmill.
11. Lay color scales, five tones of standards.
- 12, 13. Make form to be decorated, as portfolio for pictures, or copy book cover, or Easter card.
- 14, 15. Practice design for constructed form: original rosettes or balanced or corner units.
16. Decorate form constructed 13th lesson (original rosette or balanced or corner units).
- 17, 18. Make cupboard or lighthouse.
- 19, 20. Make form to be decorated, as booklet, or make program cover and invitation card.
- 21, 22. Practice design for constructed form: original rosettes, balanced units or borders.
23. Decorate constructed form (original rosette or balanced unit or border).
- 24, 25. Make cradle, church, or bird house. (Four alternative exercises are now offered in construction. The folds and cuts in these four lessons may be made according to direction, or the pupils may be allowed to make original forms from original foldings.)
- 26, 27. Make wheelbarrow or express wagon, or make original form (two pieces of paper).
- 28, 29. Make bootblack stand or carriage, or make original form (two pieces of paper).
30. Matching colors, tints, and shades in leaves and flowers.
- 31, 32. Make form to be decorated, as picture mount.
33. Practice design for constructed form (original rosette or balanced or corner units).
34. Decorate form constructed 32d lesson.

#### SPECIAL LESSONS FOR GIRLS.

1. Review standard colors, tints, and shades.
2. Make useful form, as penwiper, blotter cover, book-mark, valentine, or program cover.
- 3, 4. Practice design for constructed form: original rosettes or balanced units.
5. Decorate constructed form.
6. Make useful form, as copy book cover, booklet, needle book, or Easter card.
- 7, 8. Practice design for constructed form: original rosettes, balanced units, or corner units.
9. Decorate constructed form.
10. Lay color scales, five tones of standards.
11. Make pattern for work box or portfolio.
12. Practice design for constructed form, original rosettes, or corner units.
13. Decorate and complete constructed form.
14. Matching colors, tints, and shades in natural objects.
15. Make useful form, as picture mount.
16. Practice design for constructed form.
17. Decorate constructed form.





## Proposed Course in Nature Study.

### Report of Committee of Chicago Principals' Association.

#### Grade VI. (Concluded).

##### Astronomy.

###### LATITUDE.

An observer on the equator would have the North star in his horizon. If he should go north ten degrees, the North star would be ten degrees above his horizon. If he should go north twenty degrees, it would be twenty degrees above, and so on. Therefore, the altitude of the North star is the same as the latitude of the observer. Hence, to find the latitude of any place, take the altitude of the North star.

To find the latitude of any place from the altitude of the sun on September 21 or March 21, find the altitude of the sun, subtract it from ninety degrees and the difference will be the observer's latitude, the sun being over the equator. When the sun is at the solstitial points, take its altitude and subtract it from ninety degrees. To the result add the distance the sun is from the equator, if the observer be in north latitude.

###### RISE AND SETTING OF STARS.

Select some bright star and make a record of the time of rising and setting for a week. Observe rising and setting of same star two or three weeks later. How does the difference in the time of rising compare with the rising of the sun?

###### REVOLUTION OF GREAT DIPPER ABOUT THE POLE STAR.

By this time the pupils will be familiar with the Great Dipper. Let them locate it on any given night at a certain hour. Notice its position an hour later, then two hours later. Make the same observation two weeks and also four weeks later. After the space of six months repeat these observations, so that the child may learn that the stars of the Dipper appear to move in a circle about the Pole Star.

###### SIRIUS CROSSING MERIDIAN.

Observe the time when Sirius crosses the meridian. Make four observations at intervals of ten days.

###### DAILY MOTION OF STARS.

Deduce the apparent daily motion of a star to the west. Take a board about a foot square and fasten it on a porch rail or post so that it will be in line with the star selected (a bright one). Set two pins along the line of vision when sighting near the star. Without moving the board sight again an hour later. Set a third pin in line with the one nearest to the eye. With a ruler draw lines forming an angle, which may be measured with a protractor. This angle will give the degrees and minutes the star has passed thru in the given time.

##### Meteorology.

###### DEW.

Bring a glass of ice water into a warm room. How are the drops formed on the outside of the glass? Whence the water? Notice the moisture on the cold water pipes. Why more on some days than on others?

###### DEW-POINT.

The atmosphere always contains some moisture. Warm atmosphere may contain more moisture than cold. When the atmosphere is cooled to a certain temperature, some of the moisture may condense as dew, or if it is colder, as frost. Experiment to determine the dew-point.

###### HYGROMETER.

Make one by fastening two thermometers on a board. Cover one of the bulbs with a cloth, and wrap with a cord which extends into a small bottle fastened close to it. Fill the bottle with water and notice the difference in the temperature of the two thermometers—the less moisture in the atmosphere, the greater the difference in the thermometers. By means of tables prepared for this purpose the exact amount of moisture in the atmosphere can be determined. It will be sufficient to observe the relative humidity by the difference in the thermometers.

###### WEATHER RECORD.

Compare with the records of the bureau. Find average and make deductions therefrom. Notice the movements of the storm centers as indicated on the weather map. Compute rate at which different storms move. Record of hygrometer. Observe relation to the rainfall. Notice the direction of the wind as the storm approaches and how the wind changes as the storm progresses.

##### Physics and Chemistry.

###### HEAT EFFECTS.

1. Expansion. (a) Metals—length of two-foot telegraph wire when cold and when hot. (b) Liquids—fit test-tube with capillary tube, then fill with water or other liquid, insert cork and sink into pail of hot water. (c) Gases—warm a toy balloon full of cold air. 2. Melting—wax, resin, ice, salt, sugar, sulphur, lead, iron. 3. Boiling—starch, potato, meat, water, egg. 4. Evaporation—in a warm place, in a cold one with no wind. 5. Distillation—boil water in a flask and pass steam thru a tube immersed in cold water; piece of wood in a test-tube over a flame—what products.

###### DISTRIBUTION OF HEAT.

1. Radiates thru the air in all directions—lamp, hot coal. 2. Passes thru water and air better upwards than in other directions for these media become lighter as they become warmer, and convey the heat with them; the cause of currents; balloons. 3. Is conducted thru wood and metals at different rates depending on the structure of the medium—poker, wires of different metals on which marbles have been fastened with wax at various distances, and then supported so that one end extends into a lamp flame.

###### COMBUSTION.

What is necessary to light a match, a stick of wood, a piece of coal—heat and oxygen. Try to burn a pine splinter in a bottle. Use of draft in a stove. Of chimneys. Why so high in some factories?

###### CARBON.

Smoke on an oil lamp chimney when the flame is too high—not enough air, the carbon is not all burned. Smoke from soft coal. Plumbago, graphite, diamond.

###### COAL.

Kinds. 1. Bituminous (soft). Collect specimens with impressions of leaves, stems, or seeds on them—origin. 2. Anthracite (hard). Importance of the product for heating, transportation, manufacture.

###### COKE.

Powder a little soft coal and put into a clay pipe, then close the bowl with soft clay. When dry, heat. Illuminating gas will pass off thru the stem, which may be tested by a match. The residue in the pipe is coke. What is called water gas is made by blowing steam thru red hot coke. Natural gas.

###### ILLUMINATING GAS.

Coal or illuminating gas has for many years been made by a process illustrated by the clay pipe. Soft coal is heated in a closed oven, but the gas which is driven off contains hydrogen sulphide ( $H_2S$ ), which has a very disagreeable odor. This is taken out by passing the gas thru iron oxide. The by-products of this method are coke, tar, and ammonia.

A more recent method of making illuminating gas was invented by Professor Low. This method is used by all the gas companies in Chicago. A jet of steam is passed over red hot coke, which superheats the steam. Then a spray of crude oil is forced into this steam, producing gas, which is then purified as in the other method.

###### WOOD.

Hard. Soft. Determine by experiments which makes the more ashes, most heat, burns most readily. What relation between the amount of heat and the quantity of ashes.

###### CHARCOAL.

How made? The wood is usually cut in cord lengths and set upright in a circular pile, sometimes two lengths high. In the lower part are fire holes and in the center a chimney. The whole is covered with soil or earth. The wood burns slowly, leaving only the carbon after the gases have escaped. Charcoal is also made of bone. This is used in refining sugar by filtering the syrup thru powdered charcoal. Other uses.

###### CHEMISTRY OF A CANDLE FLAME.

1. The wick absorbs the melted tallow—spermaceti. 2. Heat converts the tallow into gas. 3. Oxygen unites with the heated gas and burns. Three envelopes—unburned cone in the center, partially burned cap about this cone, and on the outside another cap where the combustion is complete. Hold a cord horizontally in the flame a moment and notice the charred circle.

## The Busy World.

In 1902, the United Kingdom mined 227,095,000 tons of coal; Germany, 137,436,000; France, 29,574,000; Belgium, 22,769,000, and the United States, 268,688,000. Less coal was mined in Germany and France than in either 1901 or 1900.

The United Kingdom produces five and a half tons for each inhabitant; the United States slightly over three and one-third tons.

The work of promotion of the "Post Check Currency" will be actively carried on before Congress. This is primarily a measure in the interest of the publishers, but farmers, merchants, and all classes recognize the convenience and join in the demand. The majority of the senate and house are in favor of the bill. One treasury official in Washington stands in the way of its adoption.

Many hitherto unknown sayings of Jesus Christ have been discovered in Egypt by archeologists. They have dug up papyri buried since the second century 100 miles south of Cairo. The place is a rich Ptolemaic necropolis at El-Hibeh. The bulk of the documents from one mound consisted of a collection of sayings of Jesus. They are all introduced with the words, "Jesus saith," and for the most part are new. The ends of the lines are often obliterated. Apparently all the sayings were addressed to St. Thomas.

A valuable find was also made in papyri, written in Latin, giving the text of the Epistle to the Hebrews, and an epitome of Livy's six lost books. This with other papyri covering the period of 150-137 B. C., throws much new and valuable information on the history of the world.

Trouble has arisen on the Indian reservation in New Mexico over the death of two boys at an industrial school situated at Jicarilla. One boy fell dead in the arms of a teacher immediately after a bath, and another boy, who was being treated for stomach trouble, died after eating a large quantity of prunes stolen from the school pantry.

The members of the tribe have been wrought up to a high state of excitement by the deaths.

Harvard university has ordered a second twenty-four-inch reflecting telescope to complete a pair of these large instruments, one of which is to be set up in Cambridge and the other at Arequipa, Peru. The new order is the sequel to the preliminary results obtained from the lens recently made by the Clarks of Cambridge. The lens has not been mounted, but the test photographs of star trails were so satisfactory that another such efficient instrument was promptly provided for.

## The Next Step in Southern Education.

The next step in Southern educational progress, says a writer in the *Southern Workman*, is the better training of the teachers who are now teaching in the schools. There are many forces already organized which should be employed to better the training of the rural teachers. In every Southern state there are many town and city graded schools with a partly or wholly developed high school course of study. It seems wholly practicable to make these schools, with their teachers, supervisors, and superintendents, agencies for the better training of the country teachers.

The very first part of the problem is a definite, suggestive, graded course of study. The next part of the problem is the county summer school so organized as to instruct teachers in the application of that course of study; and finally, the intelligent supervision of the class work done by teachers under guidance of such a definite, suggestive, graded course of study as I have mentioned. In a word, the country schools must be supervised as intelligently as the city or town schools. When that is done, we shall have taken the next step in Southern educational progress.

## Letters.

### Preservation of Sleepy Hollow Church.

My attention has been called to a short communication in THE SCHOOL JOURNAL of Oct. 24, from A Van Wyck, concerning the Sleepy Hollow church in this place. In it the writer states that the last service was held in the church on Oct. 18, and that "it is now to be torn down."

Mr. A. Van Wyck has evidently been misinformed. I am the minister of the church to which the ancient edifice belongs, and I can positively state that there is no intention to tear it down. We consider it our most precious possession and guard it sacredly. At the two hundredth anniversary of its erection, which was celebrated six years ago, it was repaired with considerable care and expense, and we do not see why it should not last another two hundred years. Certainly it will if men continue to feel about it as the present guardians of the property do. It stands in no danger except from the vandals from other places, who try to dig small stones from its ancient walls, or clip off pieces from its window sills.

JOHN KNOX ALLEN.

Tarrytown, N. Y.

### English and American Physique.

So much has been written and said of the perfect physical development of English lads in comparison with our American youth that it is encouraging to find the case reversed.

There is at a boys' academy in Bowness on Windmere a young American boy who has deprived field day of its usual excitement, for he always wins every prize offered. One of the trustees invited me to come visit the "Sports" and applaud my countryman, but my schedule of sightseeing forbade lingering.

However at Tintern I found a little Kentucky girl who was upholding the laurels in the same way at a neighboring school. I was so well pleased with their standing physically that I made no inquiries as to their scholarship.

SARAH AGNES WALLACE.

John Dwight, the pioneer manufacturer of bicarbonate of soda and soda-saleratus in this country, died on Nov. 25. Thruout his life Mr. Dwight had been a benefactor of educational institutions. He was much interested in the Mountain whites of Tennessee, and founded the Dwight school at Erwin, Tenn., for their instruction. He was a benefactor of the Hampton Normal and Agricultural institute at Hampton, Va., and he contributed to other institutions and colleges in the South and West. In 1900 he gave to Mount Holyoke college the Art Memorial building which stands on the site of the family homestead where he was born.

If your stomach is weak it should have help. Hood's Sarsaparilla gives strength to the stomach and cures dyspepsia and indigestion.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$ a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING DECEMBER 19, 1903.

The readers of THE SCHOOL JOURNAL will be glad to have Mr. McAndrew's report of the work done to date by the committee on teachers' salaries, appointed by the N. E. A. last summer. Many had begun to wonder what might be the causes of the long delay in getting down to business. When the committee was announced there was rejoicing at the almost ideal composition of it. The teachers were especially glad to have Colonel Wright's expert assistance in the study of the questions of the cost of living in various parts of the country, wages paid in the different departments of labor, and the history of the improvement of social conditions. The presence of the foremost and most trusted representatives of common school teachers, Miss Goggin, and Mr. McAndrew, also gave assurance that the problem would be handled with vigor and dispatch. There was a sufficient appropriation to encourage an immediate beginning. In spite of all this the better part of the working season was allowed to pass without anything being done by the committee. It took four months to get around to the preliminaries of the first steps in the beginning of the getting at it, and if it had not been for the urging of the teachers' representatives there might not be anything yet to reveal the existence of the committee.

The people are thoroly alive to the question at stake. The agitation begun in New York city and continued in Philadelphia, Chicago, Wisconsin, and elsewhere has prepared the ground for action. The committee, and more particularly its chairman, ought to wake up to this condition of things. The teachers of the country confidently expect—and they have a right to do so—to have a complete working report before the opening of the St. Louis convention. They would have liked to have had the essential ammunition published in time for discussion and further elaboration at the Atlanta meeting in February. If the committee had set to work right after its appointment and had kept at it vigorously ever since, the work would be better along. The question to be considered is of an importance too pressing to permit of dawdling.

A valuable piece of educational research, says the *Boston Transcript*—which is commended to pessimists who think that the present teaching of English has accomplished no results—would be a comparative study of a number, say ten thousand, of ordinary letters written fifty years ago, with a similar number of epistles dated in this year of grace. What the results would give, no man, of course, may predict, but it may be strongly suspected that the investigation would reveal that good spelling, grammar, and composition were rarer accomplishments in 1853 than in 1903. The increased demand for good English is what makes its scarcity more strikingly apparent to-day than it was in former years.

Two more Chicago schools are to be furnished with pasteurized milk by the Children's Hospital Society. These are the Jones and Peabody schools. At the Jones school the milk will be distributed free. It is needed there, for many of the children show a lack of sufficient food.

France has introduced elaborate measures to prevent consumption in the schools. The law requires that an examination of every pupil shall be made once in three months, and the height, the weight, the chest measure, and the general physical condition of every one shall be entered on the pupil's report. The school-rooms receive careful attention. Carpets are prohibited; curtains must

be of cloth that may be washed frequently; no dry sweeping is allowed, and dust must be removed by wet cloths; all school furniture must be scoured at frequent intervals, and books must be disinfected regularly. No book that has been used by a consumptive child may be used by another person.

The University of Munich has opened its doors to women students. Heretofore no women were permitted to matriculate in the German universities. In several of them women have been allowed to take their degrees on examination, by and with the consent of the faculties concerned.

For the present the University of Munich limits its admission of women by regular matriculation to such as possess the abituria of the German gymnasium. Women of foreign birth, graduates of colleges, but who do not possess the German gymnasial abituria, are admitted only as hearers, but with the consent of the faculty they may pursue a course of study and finally come up for a degree. The rector of the university has petitioned the Bavarian minister of cultus that American women students possessing diplomas from reputable American colleges shall have the same advantages that have been conceded by German universities to male graduates of reputable American colleges and universities.

The New Jersey laws require that "suitable instruction shall be given in the primary grades once each week regarding kindness to animals of the brute creation, and the protection of birds and their nests and eggs."

The statement is made that the Newburg board of education proposes to give instruction in the art of invention in the public schools; this is said to be proposed by Mr. Thomas Coldwell, who has tried it in his factory where many suggestions of value were made. The plan is to be tried in the manual training school; \$10 for first prize; the invention may be an improvement on any of the various articles made by the pupils or in the tools used, or in the way of doing the work.

We see no objection to pupils being encouraged to offer suggestions as above, but do object to the offer of money or gold watches to the best speaker, reader, or memorizer of even Bible words. "Wisdom is above rubies." If a pupil won't invent unless he makes money by it the world can get along.

### Language Training.

In a recent address on "The Teaching of English," Pres. G. Stanley Hall, of Clark university, severely criticised the prevailing school methods. "I believe," he said, "that we are able to locate the chief seats of trouble. First, it is a hard and a late change to receive language thru the eye which reads, instead of thru the ear which hears. The printed page must not be too suddenly or too early thrust between the child and life. There should be more oral and objective work. Closely allied to this and psychologically worse is the substitution of the scribbling fingers for the mouth and tongue. The second cause of the present degeneration of school English is the too great time given to other languages. Latin is the chief offender. The third cause is the subordination of contents to word study of literature. Children study the text too closely. English teaching should be to furnish the mind richly with the story roots of our literature; the drama, which teaches that virtue is triumphant and the world moral to the core; oratory, which is one of the best methods of effecting good, and the English Bible, a whole literature in itself and full of masterpieces. Lastly, the fourth cause of degeneration in school English is the growing preponderance of concrete words for designating things of sense, and physical acts over the higher element of language, names, concepts, ideas, and non-material things."



## Herbert Spencer.

Thru the death of Herbert Spencer on Dec. 8, at the age of eighty-three, the world has lost one of its greatest philosophers and most profound thinkers. In the history of philosophy we find, at greater or less intervals of time, one person who has taken a step forward and created a new and general system of philosophical thought. The nineteenth century was one of these epoch-making periods in the world of thought, and the mind of Spencer was the moving force. His "Synthetic Philosophy" was undoubtedly the greatest intellectual achievement of the century and Spencer himself must be accorded a place among the great philosophers of all ages.

Fifty years ago the world of thought was divided between the followers of Kant and Hegel on the one side and the empirics of Mill on the other. The doctrine of evolution was developed and its influence has been so great that all ideas have crystallized about it. In this development Spencer played the greatest part. Unlike Darwin, Wallace, and Haeckel, he embraced all the phenomena of the universe. He took all knowledge for his province and worked out one all-comprehending law, the law of progress. Slight consideration is needed to show how extensively this system enters into the thinking of all men capable of thought. With this in mind there seems little opportunity for criticism in describing Spencer as the "last of the great thinkers of the Victorian age."

Herbert Spencer was born at Derby, England, in 1820. He was the son of William George Spencer, author of "Inventional Geometry," a teacher distinguished for his mathematical acquirements, and the nephew of the Rev. Thomas Spencer, a clergyman of liberal opinions. The boy was educated by them until he was seventeen years of age, when he began work on a railroad as a civil engineer. For seven years he followed this profession, but even then he found time to write an essay "On the Proper Sphere of Government." This pamphlet constitutes the basis of the views on the same theme which he subsequently advocated.

In 1843 Spencer removed to London where he became employed on the *Economist*, the *Westminster Review*, and the *Edinburgh Review*. His "Social Statics, or, the Conditions Essential to Human Happiness Specified and First Developed," 1851, may be regarded as the best text-book of sound democratic political philosophy ever published. In 1854 he wrote "Manners and Fashions," and "The Jealousies of Science." He conceived of evolution as a universal process, and later came to the conclusion that it must be made the basis of any philosophical system representing and conforming to the general method of nature.

In "The Principles of Psychology," published in 1855, he maintained that our mental faculties and powers were acquired by slow modifications of living organisms, influenced by environment, experience, association, and selection. The author first traces the growth of the human intelligence thru the lower phenomena of reflex action and instinct, then shows how our unconscious life merges in a succession of conscious phenomena, and, lastly, carries us upward and thru the region of memory and the like, to the highest development of reason and the normal development of the feelings.

Spencer was an evolutionist in a way of his own, and while he was not a disciple, he was a strong supporter of Darwin. It was his work to apply the doctrines of evolution to the phenomena of mind and society, as well as to the question of the origin of plants and animals. Darwin's great book, which appeared in 1857, was a spur to Spencer's work. The result was the laying down of the series of volumes to which he devoted his life from 1860 to 1896.

The "First Principles," issued in 1862, brought Spencer into notice and aroused the anger of the conservatives in philosophy. He treated the Unknowable

as a force or creative impulse existing somewhere beyond the limits of knowledge, and therefore not to be speculated about. This made him many enemies. His argument that Force never disappears, but is only transferred, is now a commonplace, but was then an impiety. In 1872 his "Principles of Psychology" appeared, rewritten from the edition of 1855. The physiological view was brought to the front. In 1879 "The Data of Ethics" was published. This teaches how morality and the nobler impulses of man are evolved under the all-embracing law. Conscience is a "bundle of experiences;" right or wrong come to be clear conceptions thru experience of pain and pleasure. "Unquestionably the essential trait in the moral consciousness is the control of some feeling or feelings by some other feeling or feelings."

In his later works he argued that society among mankind is the result of heredity, the individuals having been brought into social unity by their slowly inherited traits, so that human society is an organism. The union of men in political development is a "superorganic evolution."

Herbert Spencer earned the gratitude of the world in many fields, but especially in that of education. He demolished old prejudices and traditions, and forced educators to make allowances for the immaturity natural and necessary for young minds. He did much, also, to save children from the mistakes made by their elders, who take normal phenomena for signs of depravity or a bad disposition. The twenty-third edition of his "Education—Intellectual, Moral, and Physical," was published in 1890. It is an important document in educational literature.

In Spencer the national characteristics of the Briton were very strong. Altho there is a touch of socialism in the "Social Statics" of 1851, it disappears in the revised edition of 1892. He became a vigorous opponent of socialism, his English character revolting against that infringement upon personal liberty which is involved in the conception of man as part of the social machinery. He regarded mankind as the highest form of specialization in Nature, and put aside any idea of the liberty of the individual being any further restricted than was absolutely necessary for the cohesion of society. Perhaps his temperament was a fortunate one for a man in his position.

The violent attacks of the clergy and of fellow-scientists scarcely interested him at all. This indifference, however, kept him too much aloof from what was going on in other countries in his field.

The results of his devotion to his ideal, the composing of his philosophical system, are shown in the following publications: "First Principles," "The Principles of Biology," "The Principles of Psychology," "The Principles of Sociology," "Ceremonial Institutions," "Political Institutions," "Ecclesiastical Institutions," "The Data of Ethics," and "Principles of Ethics."

In 1883 Spencer was elected a correspondent of the French Academy of Moral and Political Sciences, for the section of philosophy, in place of Emerson. This he declined as well as the lord rectorship of the University of St. Andrew's and the degree of LL. D. In fact he declined all academic honors. His works have been extensively translated. All have been rendered into French, nearly all into German and Russian, and many into Italian and Spanish. His work on "Education" has appeared in French, German, Russian, Italian, Spanish, Hungarian, Bohemian, Polish, Dutch, Danish, Swedish, Greek, Japanese, and Chinese.

By many thinkers his labors are considered to have made for a saner, happier view of man's place on earth. Anyone can see that his views exalt the law of progress, a continual advancement toward a better state and higher things. Whether we realize it or not the thought of civilized society is based upon the principles of this great mind which has just ceased its mighty workings.

### Technical Education Spreading.

The industrial progress of the United States was first of all a source of wonder to the nations of Europe. Then slowly, but surely, the "American invasion" made itself felt and American competition soon showed the foreign manufacturers that they must fight a strong battle or cease to exist. Now every European country is preparing for its industrial battles of the future by training its workmen, and the drill of the army of industry promises to be as important as that of the military forces.

The Germans, naturally enough, lead in this work. Almost every town has its technical school. In Chemnitz, the great weaving center, there are thirty schools where children are taught to make braids and trimmings. In the Hartz mountains there are schools for toymakers, and in the Ruhr section there are many schools in which all branches of steel and iron work are taught. There are schools for the foremen as well as for the laborers.

One of the peculiar features of this technical education is the Sunday school for giving mechanics practical instruction in their trade. There are dozens of such schools in Berlin and other cities. One is the school for masons which meets every Sunday from 9 A. M. to 1 P. M. The students, many of them mechanics who work during the week, are taught all about construction work, making arches, and all sorts of stonework. The course is in terms of half years, and is so arranged that a man may spend five terms, covering one hundred Sundays in learning his trade thoroly. He is provided with books and shop work, the whole going on under the direction of competent teachers.

Germany has similar Sunday schools for tinsmiths, tailors, saddlers, painters, printers, cabinet makers, barbers, bookbinders, blacksmiths, horseshoers, and even chimney sweeps. The most important schools, however, are those which deal with work in the great manufactories.

This kind of education is going on all over Europe. Austria has a large number, all under the ministry of education. There are schools for artistic embroiderers, schools for lacemakers, and schools for housekeepers. There are schools for foremen, covering every branch of mechanics. The Austrian state schools are especially excellent, covering many special industries. There is a state school for stone-cutting at Laas, in the Tyrol, devoted to the development of the marble industry there. The course covers five years and gives instruction in all kinds of stone-carving and stone-cutting. In the Tepitz and other potting districts there are state schools for that industry. There are state schools for glass-making, for locksmiths, and also for teaching goldsmithing and the grinding of precious stones. In connection with many of the schools are Sunday schools like those in Germany, and also trade courses for women.

Belgium and France both have girls' trade schools. Nearly every Belgian city has such schools. Those at Antwerp teach dressmaking, flower making, and lace-work. In Brussels there are schools for milliners and corset makers, and in Mons a school for embroiderers.

Belgium has housekeeping schools which train its girls into intelligent and economical housekeepers. They are admitted at the age of twelve and study three years, paying a tuition fee of about five dollars a quarter. The pupils do the marketing, prepare the meals, keep the accounts, and wash the dishes. On one afternoon of each week they have a chance to learn how to wash and iron.

There are similar schools in France, Germany, and other European countries.

### Dr. Harper's Prophecy.

Before the principals and deans of the 200 high schools and academies affiliated with the University of Chicago, President Harper recently made the following prediction: "Ten years from now the high schools all over the

country will have added fifth and sixth years, and will be doing the college work which now falls to the first two years of the college courses. In Michigan and Minnesota the state universities are accepting work done in many of the high schools for the first year of college study. I have no doubt that the high schools are going to do college work in the future."

The convention did what it could to make President Harper's prophecy come true by unanimously supporting his plan.

The chief argument in favor of the change is that many students who are unable to attend college, by the proposed arrangement would stay in the high school and receive the same courses that are now taught in the freshman and sophomore years at the college.

### County Normal Training Classes in Michigan.

The Michigan legislature of 1903 enacted a law permitting the establishment of county training classes for teachers of rural schools. The superintendent of public instruction is given power to permit the establishment of these classes and to authorize the auditor-general to draw his warrant for a sum not to exceed one thousand dollars for their support.

The law provides that not more than ten such classes shall be organized in any one year, and not in a county having a state normal school. The board of supervisors must vote favorably upon the proposition, and the district receiving permission to establish a class shall provide teachers and rooms with heating and equipment, and to maintain the class for at least thirty-two weeks. The work is under the direction of the county normal board, consisting of the superintendent of public instruction, county commissioner of schools, and superintendent of local schools. The class must have at least ten members before starting, who must be at least seventeen years of age. A one year and a two years' course are offered. A three years' certificate is granted for the completion of the former and a five years' certificate for the latter course.

The ten counties of the state in which the superintendent of public instruction has authorized the establishment of county training schools are as follows, the location of the school and the superintendent being given:

Osceola county at Evart, Supt. G. L. Youngs.  
Charlevoix at Charlevoix, Supt. F. M. Howe.  
Wexford at Cadillac, J. H. Kaye, superintendent.  
Arenac at Standish, R. W. Broecker, superintendent.  
Kalkaska at Kalkaska, W. J. Hoover, superintendent.  
Antrim at Mancelona, J. H. Scott, superintendent.  
Gratiot at Ithaca, E. D. Watkins, superintendent.  
Oakland at Pontiac, J. H. Harris, superintendent.  
Clinton at St. Johns, W. S. Bishop, superintendent.  
St. Clair at Port Huron, W. F. Lewis, superintendent.

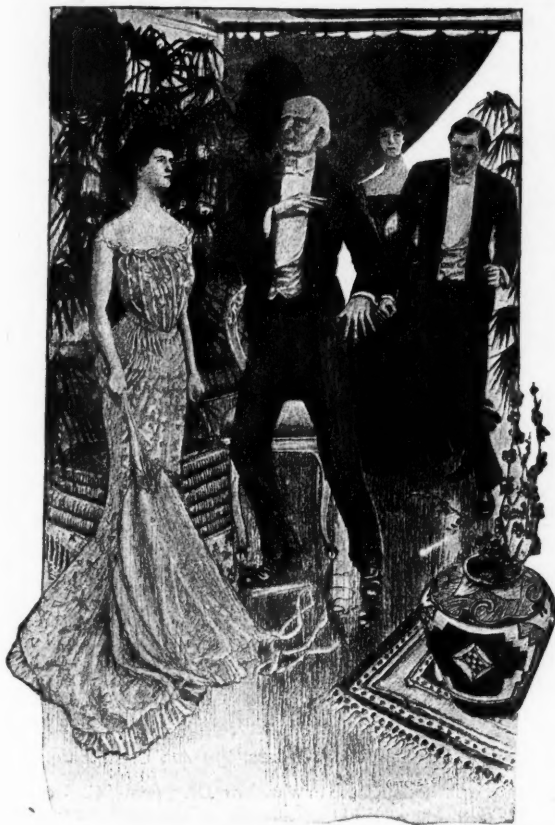
### Mr. Manley.

Mr. Frederic Manley won hosts of friends during his recent engagement in teachers' institute work in New Jersey. He has something to say, and he has the personal magnetism that wins the attention and interest of an audience. He is not a coming man in the educational field, for he is already here, and he has come to stay. His specialty is English, especially as related to Shakespeare and the later poets and prose writers of England. Readers of THE SCHOOL JOURNAL will recall his excellent contributions on various topics connected with his special line of study. Mr. Manley is the author of one of the best text-books for study of English that has been published in this country. By those who have used it in the class-room it is recommended as both simple and practical, besides being of a literary character quite unusual in a book of its class.



## Notes of New Books.

*Provincial Types of American Fiction* is the very attractive title chosen by Horace Spencer Fiske, extension lecturer in English literature of the University of Chicago, for his volume of the Chautauqua series. It is devoted to certain



"SHE STRUCK THE ELEGANT SENATOR IN THE FACE."  
From "According to the Pattern," American Baptist Publication Society.

types of American provincial life as studied since the civil war by authors in New England, the South, the Middle West, and the Far West. New England fiction is represented by W. D. Howells, Mary E. Wilkins, and Sarah Orne Jewett; the South by Thomas Nelson Page, F. Hopkinson Smith, Joel Chandler Harris, George W. Cable, and "Charles Egbert Craddock"; the Mississippi valley, by "Mark Twain," Edward Eggleston, and Hamlin Garland, and the Far West by Owen Wister and Bret Harte. The literature in this field is so rich that, with one exception, nothing of the flood of recent fiction is included in the scope of this limited study. It has been the aim of Mr. Fiske to give as much as possible of the author's individuality of conception and flavor of style rather than indulge in long descriptive writing and cumbersome paraphrase. By this means the author hopes to stimulate a desire for a wider knowledge of this class of literature. (The Chautauqua Press.)

*Literary New York, Its Landmarks and Associations*, by Charles Hemstreet.—No more fascinating subject than the literary history of New York could have been chosen, and it has been treated with that breadth and sympathy that it demands. Mr. Hemstreet's descriptions and traditions cluster around the great literary figures who have been associated with New York. Perhaps Boston has played a more important part in the literary history of the country than New York, yet the latter's part has been greater than that of any other city with that exception. Beginning with colonial times the author names some writers who are seldom even mentioned now, but their histories are interesting nevertheless. One of the best chapters is that on Philip Freneau, the poet of the Revolution, who was really a writer of much merit. Another chapter treats of Thomas Paine. Then we come to Irving, Paulding, Drake, Halleck, Cooper, Poe,

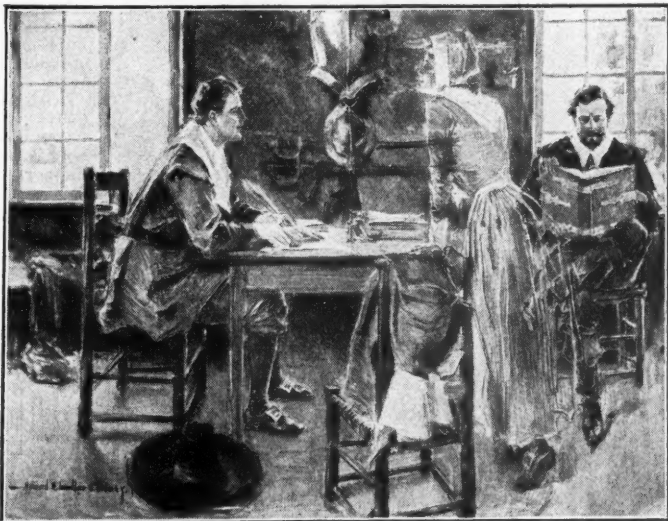
Kennedy, Morris, Willis, Bryant, Audubon, Frances S. Osgood, Hoffman, and the writers of to-day who are too numerous to mention. The book is embellished with many new and artistic illustrations. (G. P. Putnam's Sons, New York.)

*Little Journeys to the Homes of English Authors*, by Elbert Hubbard.—Our readers will remember the little volumes that have already appeared in the Little Journey series, giving delightful personal gossip in regard to the homes and personalities of authors, statesmen, painters, and others. The sketches of English authors contained in the present volume are rather more on the biographical and critical order than others we have seen. They relate to Morris, Browning, Macaulay, Addison, Burns, Milton, Johnson, Southey, Coleridge, Disraeli, and Byron. Mr. Hubbard has a way of putting things, as our readers know, that seizes and holds the attention. No matter how much one has read about the authors named, he will find something new about them in this book, or at least expressed in such a way as to seem new. There are portraits of the authors, copied from well-known paintings or engravings. The book is beautifully printed and bound. (G. P. Putnam's Sons, New York.)

*Weatherby's Inning: A Story of College Life and Baseball*, by Ralph Henry Barbour.—What could be more interesting to the average American youth than a story dealing with college baseball. It is told with life and spirit and with a care for detail that shows the author has passed through scenes he describes so graphically. It has sufficient plot to engage and hold the attention. The story will appeal to all lovers of sport, whether old or young. It is illustrated by C. M. Relyea. (D. Appleton & Co., New York. Price, \$1.25.)

*At Aunt Anna's*, by Marion Ames Taggart.—Ted and Dolly go with their parents to the country home of their aunt at Methby. They have the twins to play with, and these four have many pleasant hours together. They dressed and played grown up, they formed a Christian Relieving Society, and did many other things. White "Billy" and "Puppa Boy," real cats, helped to write the story and so got into it themselves. Children of a dozen years of age or so, will greatly enjoy this story. The illustrations are by W. L. Jacobs. (D. Appleton & Co., New York. Price, \$1.00.)

*The Poems of Alice and Phoebe Cary*, with introduction and notes by Katharine Lee Bates.—This volume belongs to the popular Astor library. It is made up of material contained in the four original issues of poems by Alice and Phoebe Cary, from 1850 to 1855. In spite of the flood of new writers the poems of the Carys have held their own remarkably well, a tribute in itself to their unusual merit. In this latest edition, the original texts have been scrupulously reproduced under the editorship of Prof. Katharine Lee Bates, of Wellesley. A copy of the 1850 volume in the Boston Public library, a leading source, has certain manuscript emendations, which suggest, by their character, an author's corrections. These emendations, possibly by Phoebe Cary, are retained in the footnotes. The editor contributes a thirty-page introduction, and complete footnotes indicating the source of each poem and other needful data. (T. Y. Crowell & Company, New York. Price, \$0.60.)



From the Christy Book for 1903. *The Courtship of Miles Standish*, with forty-two illustrations by Howard Chandler Christy.

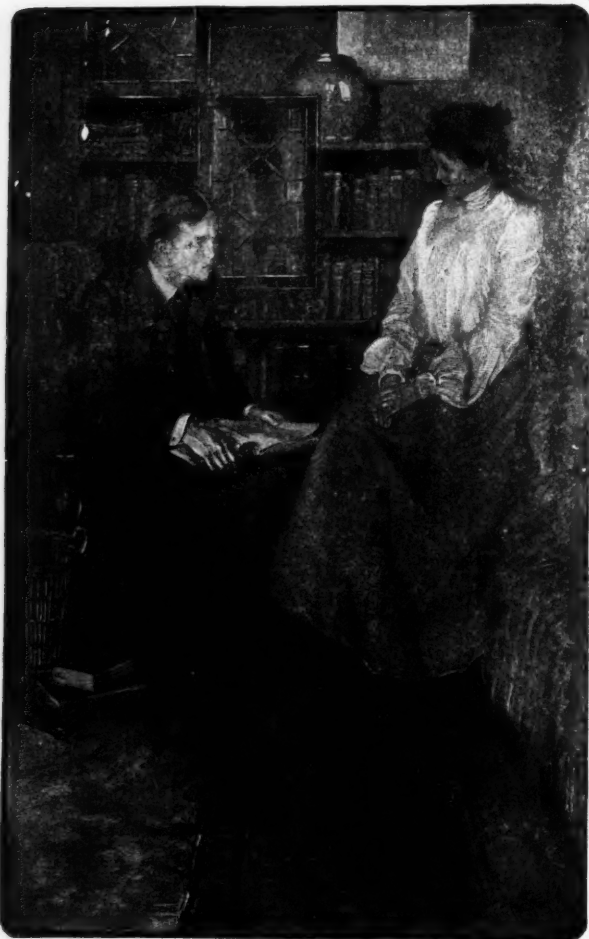
The Bobbs-Merrill Co.



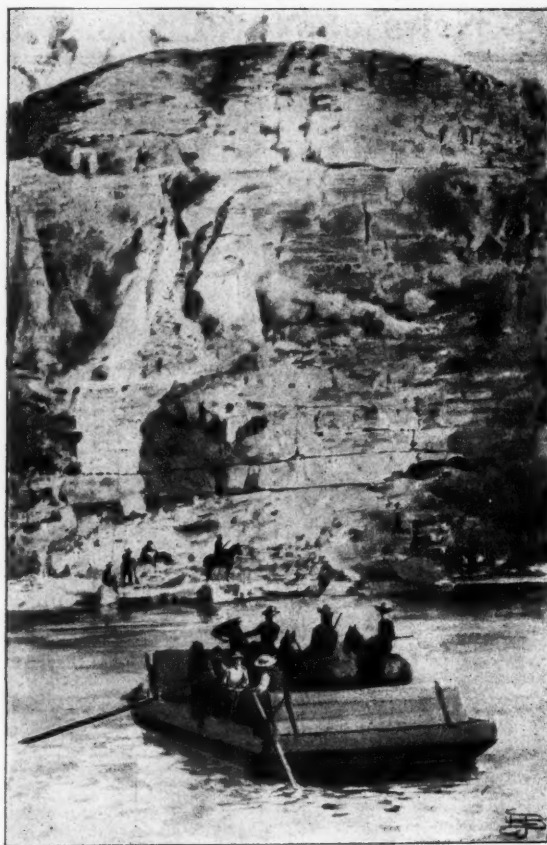
*Blake Redding: A Boy of To-day*, by Natalie Rice Clark.—Schoolboy life in a New England town is depicted in this story. The author is evidently one who has a full realization of the needs and aspirations of boys, for the story is full of action, and cannot fail to hold the attention of the intelligent, ambitious youth. The story concerns itself largely with school games. Its atmosphere is wholesome and moral. The discovery of a historical portrait and its antiquarian value furnish a novel interest to the plot of the story. The illustrations are by Albert P. Button. (Little, Brown & Co., Boston. Price, \$1.00.)

*Mrs. Wiggs of the Cabbage Patch and Lovey Mary*, by Alice Hegan Rice. Holiday edition, square 12mo. Each book contains twenty-four illustrations, twelve in black and white and twelve in color, by Florence Scovel Shinn.—The sale of a round half million of the "Mrs. Wiggs" books is celebrated by the issue of this magnificent holiday edition. There are two richly bound volumes, printed on Cheltenham paper in black and brown and set in Renner type, the composition and printing of the text being the work of the De Vinne Press. The illustrations will at once attract attention. Those in color are very notable specimens of what is known as the "three color" process, by means of which all colors are reproduced in three printings. Mrs. Shinn's original pictures were done in water color and the illustrations in the books reproduced them exactly. Here may be seen Mrs. Wiggs and her geographically named family in all of their familiar attitudes—the ironing of the plaits of hair preparatory to the theater incident; the rescue of the horse, "Cuby;" Miss Hazy and her lover, etc. When *Lovey Mary* was issued it contained a dozen pictures in black and white, but *Mrs. Wiggs of the Cabbage Patch* has never before been illustrated. The growing sale of these two little books has been one of the interesting incidents of the publishing business. *Mrs. Wiggs* began modestly with three small editions; in five months it was being printed by the ten thousand, in a year by the twenty thousand, and the sale has been over 60,000 in a single month. When *Lovey Mary* was issued, a year and a half after *Mrs. Wiggs*, the advance sale, before publication, was over 100,000. (The Century Company, New York. Price, \$2.00 a volume.)

*The Golden Windows* by Laura E. Richards.—The young people will welcome this, the latest book by Mrs. Richards.



From "Ursula's Freshman." Little, Brown & Co.



LEE'S FERRY.

From "The Girl Rough Riders." Dana Estes & Co.

She is the third daughter of the late Dr. Samuel G. Howe, who devoted the best part of his life to the teaching of the blind, and of Julia Ward Howe, the author of "The Battle Hymn of the Republic," who celebrated her 84th birthday last May. By her literary work she has made her name a household word thruout the country. One of her daughters, Julia Ward Richards, designed the handsome cover of this volume. The stories are so simple and graceful that they suggest Tolstoi at his best, and the moral attached to each fascinating little tale is excellent. As an example maybe mentioned the story of the untidy little boy who was visited by the "Tidy Angel," and told to go into the garden and find his brother. He found various smooth and sleek little animals in the garden, who failed to accept him as a brother, because they were clean; and, finally, a grunting pig arrived to claim kinship. Of course the boy did not wish to share the pig's home, and became clean and neat at once. (Little, Brown & Company, Boston. Decorated cloth, \$1.50.)

F. Hopkinson Smith is always a charmingly entertaining writer. He is a thoro artist in his use of words. Nearly every book he has written has contained some character which has imprinted itself on our memories in no uncertain manner. A number of years since "Colonel Carter of Cartersville" completely charmed the reading public. It is safe to say that many persons who have not read the story since its appearance recall the old colonel with feelings of pleasure. He was such a kindly gentleman of the old school that he was irresistible. Now we have him back again in *Colonel Carter's Christmas*, one of the books of the year. The colonel has not changed much in the years. He is the same delightfully simple character. A reading of this little volume will afford infinite enjoyment. It is a pleasure to advise the reading of this pretty little story. (Charles Scribner's Sons.)

*The Blood Lilies*, by W. A. Fraser, illustrations by F. E. Schoonover.—Under the above title this popular author has given us a story of the north country of Canada beyond Winnipeg, and the characters, each drawn to the life, are the frontier Scotch and French Canadians, Indians, and half-breeds of that romantic region. The atmosphere of a strange and romantic land is everywhere felt in this dramatic and pathetic story. The manners and habits of a wild and picturesque community are pictured with great power. The author is extremely fortunate in the choice of subject, as there is great interest felt in the Canadian Northwest just now. (Charles Scribner's Sons, New York. \$1.50.)



"FATHER OF LOVE, LOOK DOWN ON OUR SORRERFUL DARTER."  
From "Pa Gladden: the Story of a Common Man." Copyright, 1903, the Century Co.

*Reminiscences of the Civil War*, by Gen. John B. Gordon, of the Confederate army.—No historical work of recent years will arouse more interest than this one by General Gordon. He was a brave and distinguished soldier of the war who accepted the results of that conflict; he is liberal minded and an able writer and public speaker; he possesses the respect and confidence of the whole country. Therefore he is peculiarly fitted by experience, character, and ability to present the Southern side of the case. Some popular impressions held in the North he corrects. One of these was that the Southern politicians were "dragooning the masses," or beguiling them into secession. There was less division of sentiment in the South, he asserts, than in the North, and the recruits came in so fast that the government at Montgomery was really embarrassed by the numbers. As to the causes of the war he says: "They will be found at the foundation of our political fabric, in our complex organism, in the fundamental law, in the constitution itself, in the conflicting constructions it involved, and in the institution of slavery which it recognized and was intended to protect. If asked what was the real issue involved in our unparalleled conflict, the average American citizen will reply 'The negro;' and it is fair to say that had there been no slavery there would have been no war. But there would have been no slavery if the South's protests could have availed when it was first introduced; and now that it is gone, altho its sudden and violent abolition entailed upon the South directly and incidentally a series of woes which no pen can describe, yet it is true that in no section would its reestablishment be more strongly and universally resisted. . . . It is claimed by the Southern people that its disappearance from the Northern and its development in the Southern states is due to climatic conditions and industrial exigencies rather than to the existence or absence of great moral ideas." The book is an octavo of 474 pages, finely printed, bound in cloth, and containing three portraits of the author at different stages of his career. (Charles Scribner's Sons, New York. Price, \$3.00.)

*The Book of the Child*, with facsimiles of drawings in color, by Jessie Willcox Smith and Elizabeth Shippen Green, and with stories and verses written for the pictures by Mabel Humphrey.—This is an art book pure and simple, printed on heavy paper of a soft yellowish tint, with a beautiful cover picture. The pages are 14x15 inches in dimensions, containing seven full-page drawings, besides

the initial designs all in color. The text is also the work of the artist. The book will be highly prized in homes where there are children. (Frederick A. Stokes Company, New York. Price, \$2.00.)

In spite of some people who are in love with the shallow and evanescent in literature and the drama, Shakespeare is not out-of-date and never will be so long as human nature remains the same, for in his works the traits of humanity are reflected as in a mirror. For this reason the book by William H. Fleming on *How to Study Shakespeare* will appeal to a great number of people. In this book, the third in the series, the author gives helps in the study of "Much Ado About Nothing," "Antony and Cleopatra," "King John," "The Winter's Tale," and "Love's Labor's Lost." He traces the plot to its source and then explains the meaning of the words and phrases in the play, act by act and scene by scene. The scientific alphabet used in the book for the pronunciation of names is that devised and adopted by the American Philological Association in 1877. (Doubleday, Page & Company, New York.)

*The Art of the Pitti Palace*, with a short history of the building of the palace and its owners, and an appreciation of its treasures, by Julia de Wolf Addison.—This is a study of one of the most famous palaces in Italy, by a devoted art lover. There is no gallery of its size in the world so replete with gems of art and acknowledged masterpieces of the golden age of painting in Italy as in this building. In this palace art is seen in all the stages of its flowering, from the time of budding to the period of decay; from the sweet, pure lights of Fra Angelico and the moth-wing tints of Botticelli to the somewhat degenerate art of Salvator Rosa, Guido Reni, and Carlo Dolci. There are many noble examples of Italian portrait, by those whom Ruskin terms "patient, powerful workers" of the fifteenth century, and by many succeeding portrait painters. Nearly all the schools of Italy are represented, from the fifteenth century forward, culminating in the rich glories of the great Venetians, Titian, Veronese, and Tintoretto. The book gives a detailed description of all these treasures. Illustrated as it is with reproductions of many of the grand pictures in this collection, it will be esteemed by art students as one of the best in existence dealing with Italian painting. (L. C. Page & Company, Boston.)



From "The Tu-tze Tower." H. T. Coates & Co.



*The Life of a Wooden Doll*, by Lewis Saxby.—The story of this interesting character is told in verses and pictures



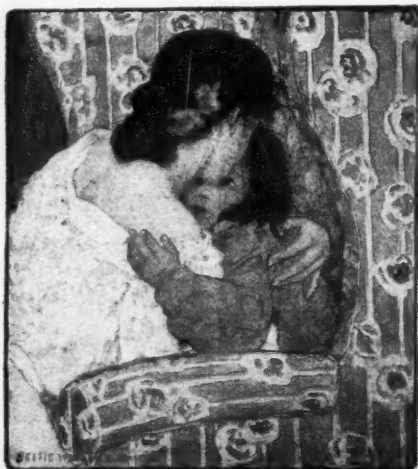
From "*The Life of a Wooden Doll*." Published and copyrighted by Fox, Duffield & Co., 1903, New York.

that will please the little ones. The pictures are page size and grotesque, but such as will arrest the attention of children. The pages are 8 x 10 inches in size and the paper of the best quality. So far as the workmanship is concerned it is one of the best children's books we have seen. (Fox, Duffield & Company, New York.)

In *African Forest and Jungle*, by Paul Du Chaillu.—Whatever boys may read or not read, we can always count on their reading the wonderful stories of adventure of Du Chaillu. These stories are fresh and intensely real because the writer passed thru the scenes he described. When Du Chaillu's accounts of African journeys were first published it was thought they could not be true, but the discoveries of the past decade or two have changed our ideas on that point. This story of his life among wild beasts and wild men will hold its own with any that have been issued recently. (Charles Scribner's Sons, New York. Price, \$1.50.)

*Indians of the Painted Desert Region* is the latest work of George Wharton Jones, one who knows this barren region of the United States from intimate personal acquaintance. He says: "I have been almost frozen in its piercing snow-storms; choked with sand in its whirling sand-storms; wet thru ere I could dismount from my horse in its fierce rain-storms; terrified and temporarily blinded by the brilliancy of its lightning-storms; and almost sunstruck by the scorching power of the sun in its desolate confines." At one time there is a scarcity of water; at another, raging floods. There are expanses of alkali, pure, dazzling white, shining like a vivid and horrible leprosy in the noon-day sun; close by an area of volcanic action where a veritable "tintaro" inkstand has overflowed in devastating blackness over miles and miles. The life of the people who dwell here is as strange, weird, wild, and fascinating, as that of any people on earth. The author seeks to make the reader familiar with the people and the region. Master as he is of the art of description and knowing his subject intimately, his pictures do not lack anything in vividness and power. The book has numerous illustrations from photographs. (Little, Brown & Company, Boston.)

In *Children of the Tenements* Jacob A. Reis has continued the fascinating studies of New York's lower walks of life which we first comprehended thru his *The Battle With the*



From "*Rhymes of Real Children*." Published and copyrighted by Fox, Duffield & Co., 1903, New York.

*Slum, and How the Other Half Lives*. Many of the stories have appeared in print in magazines or the newspapers. None of the stories are invented. They portray faithfully the life of the people of the slums. Many of them are mere sketches, but all have a realism which holds the attention of the reader. All phases of life are portrayed, the humorous, tragic, and commonplace. Several of the stories are Christmas stories and so particularly adapted to the season. The book has been published by the Macmillan Company in the most attractive manner. The illustrations really add to the text, an accomplishment which is too seldom approached. (The Macmillan Company.)

*Rhymes of Real Children*, by Betty Sage, pictures by Jessie Willcox Smith.—In this book will be found a group of quaint and charming verses, naively true to child life interpreted in full-page drawings by Jessie Willcox Smith, reproduced in colors. The various tragic and humorous episodes of a child's day, in nursery, playroom, or garden, are sung with a deliciously natural effect. The subjects for illustrations are of just the sort to call forth the best work of Miss Smith. (Fox, Duffield & Company. Price, \$1.50; pages 11 x 12 inches.)

*With Thomas in Tennessee* is another historical story by Edward Robins, the author of "Chasing an Iron Horse." In that story he described the adventures of young George Knight during the famous locomotive chase in Georgia. In this new story are depicted some of the experiences of Knight whilst he was serving as aid on the staff of Gen. George H. Thomas. Some of the incidents are founded on actual occurrences; it is unnecessary, however, to draw a dividing line between the real and the fiction; the general historical picture is correct. (George W. Jacobs & Company. Price, \$1.00.)

*The Vagabond*, by Frederick Palmer.—This is a story by one who has distinguished himself as a correspondent, and is known to many readers by a series of strong short stories. This is his first novel. It is a stirring war story of the days of 1861-65. Mr. Palmer writes of war as if he knew what it was, but the chief interest centers in its hero—a memorable character whose "search for a mountain, a mine, and a girl" is strenuous enough to belie his nickname. No one has lately written about love and war with more truth and spirit than Mr. Palmer. (Charles Scribner's Sons, New York. Price, \$1.50.)

### Twice Won.

Wife Fell in Love With Husband "All Over Again."

The wife of a well known attorney at law, of Seward, Nebr., tells the tale worth reading: "My husband was a soldier in the Civil War and was, as he called himself, 'an old coffee cooler' and had always drank very strong coffee.

"About a year ago he complained of a feeling of faintness every time after climbing his office stairs and was also troubled by terrible headaches that almost drove him wild.

"He gradually grew weaker and weaker until his affliction culminated in nervous collapse and for weeks he seemed to be fading away from us in spite of all our efforts.

"The physicians pronounced him strong and well with no organic trouble whatever and there seemed to be nothing the matter except the complete giving out of his nervous system.

"The doctors decided that coffee was at the bottom of all his trouble and ordered Postum Cereal in its place. He improved daily since he quit coffee and began drinking Postum and now says he feels better than he has felt for twenty years, headaches are gone, no more fainting spells and is gaining in flesh every day and he seems so much younger and heartier and happier than he has for years that I have fallen in love with him over again.

"Now for my brother's case: a few years ago he had a peculiar trouble. His tongue was swollen and sore at the roots and covered underneath with festers.

"He thought his affliction was of a cancerous nature and his doctor was of the same opinion. He could scarcely eat anything and became so poor and run down he was simply a nervous wreck. He consulted various physicians but none were able to diagnose his case or help him in the least.

"At last a doctor to whom he applied said he believed my brother was coffee poisoned and advised him to quit coffee and drink Postum. He gave him no medicine but told him to give Postum fair trial and return to him in six weeks. My brother had used Postum only about ten days when the festers disappeared from his tongue and at the end of two weeks the soreness and swelling were gone and he began to pick up in flesh and spirits.

"He has never touched coffee since but drinks Postum all the time and has never had the slightest return of the trouble.

"To look at my experience is it any wonder I can write a heartfelt testimonial for Postum?" Name given by Postum Co., Battle Creek, Mich.

Look in each package for a copy of the famous little book, "The Road to Wellville."



### A Mathematical Exhibit.

To the average teacher probably few things would sound more unattractive than mention of a mathematical exhibit. The recent mathematical exhibit in the educational museum at Teachers College proved the falsity of these views. Upon entering the room it was obvious that the exhibition was of great human interest. In fact so successful was this work that undoubtedly exhibits of grammar, spelling, Greek, and Latin will appear shortly and we shall find the subjects full of life and interest.

This mathematical exhibit was arranged in connection with the meetings of the Association of Colleges and Preparatory Schools and the Association of Teachers of Mathematics in the Middle States and Maryland. It included more than 300 rare photographs of famous mathematicians and one hundred autographs, all loaned by Prof. David Eugene Smith, of Columbia. Then there were about forty rare manuscripts and early editions loaned by George A. Plimpton, of New York, some valuable early American books on arithmetic from the Columbia university library, and ancient and modern computing machines, from the swanpan of the Chinese laundryman to the most modern machine which will add columns of thousands of figures.

The collection of computing machines was a most complete one. The primitive counting machines were so arranged as to bring home the thought that half the world still does its counting on machines. Russia, China, Japan, and Arabia use the same machines as those employed by their ancestors thousands of years ago. The Chinese swan-pan shown was an exact duplicate of the machine generally used in the Chinese school. An interesting feature of this section of the exhibit was a sample bag of bones used by the Korean schoolboy.

In modern machines the exhibit covered the ground very thoroughly. Besides the ordinary elaborate adding machines, a German machine was on view which attracted much attention. While mere iron and steel cannot think, this machine certainly surpassed brains, in that not for a moment was its work anything but accurate. It added, subtracted, multiplied, and divided with perfect accuracy, and if the mind of the operator went wool-gathering an alarm bell brought it back to earth. The exhibit included also a number of drawing and mathematical instruments.

The collection of pictures and autographs of eminent mathematicians was carefully planned. All the important masters in this line of work were shown in prints. An interesting portrait was that of the Rev. Charles Lutwidge Dodgson whose smile seemed too spontaneous for an author of mathematical abstractions. This was explained by the fact that he was the immortal Lewis Carroll, who wrote "Alice in Wonderland."

Doubtless the average visitor was most interested in the collection of manuscripts, which covered the field in a thoro and comprehensive way. The oldest in the collection was an original Latin manuscript of Euclid, the oldest in existence. It was translated by Campanus, bishop of Jerusalem. There were also Arabic manuscripts of Euclid. One by Boetius was beautifully illuminated. The figures were all on the side and were of the most exquisite workmanship. A geometry of 1525 was illustrated by the celebrated artist Albrecht Durer. Then there was the first English Euclid, printed in 1570. It is interesting to remember that if Shakespeare studied mathematics he probably used this edition.

The first English arithmetic naturally attracted attention. On its title page were the words "Faithfully translated into the English and mechanical until these our daies greatly missed."

The arithmetic of the ancients and mediaevals was very different from our own. It consisted of the theory of numbers. Algebra lacked signs which have now become known to every schoolboy. These are the plus and minus signs, sign of equality, and the  $x$  for an unknown quan-

tity. The schoolboy of centuries ago had to write all these things out. The manuscripts on exhibition were so arranged as to bring out these facts.

A manuscript which attracted much attention was a copy of the *Algorism of Sacroboscus*, written in 1444. It contains a picture of a master teaching a pupil. It shows the typical German student, desk, and teacher. The master points to a hornbook on the wall in which are Arabic numerals with examples of the zero and Arabic numerals. A hornbook was a tablet on which the alphabet, numerals, and Lord's Prayer were written. The oldest one dates from 1525. The word *algorism* is the Arabic name for arithmetic.

The collection included also the history of numerals. The first traces of our numerals are found in a cave in India, at Nana Ghat, near Bombay. They date from about 250 B. C. Up to 1250 the western world employed Roman numerals. About 800 there lived at Baghdad, a mathematician, Al Khwarizmi, who employed the Arabic numerals in a book. This was translated into Latin about 1250 and so we got our numerals. The first arithmetic ever printed, the famous *Treviso*, appeared in the collection. It was a little green affair in shabby covers.

The Philip Calandri arithmetic of 1491 showed the first example of long division done in the modern way. Formerly long division was done by the galley form of division. This was shown in a manuscript of Honoratus, a monk who lived about 1500. The division is done by a scratching. To make the galley form more conspicuous to the student, the outline of a ship was drawn around and pennons and rigging added.

Among the other important things were a volume published at Nuremberg in 1545 showing the first solution of cube root, Adam Riesen's famous German arithmetic, some papers from a modern Japanese school, and a modern Hindu algebra.

The collection was arranged under the direction of the curator, George Sawyer Kellogg.

### An English View of Our President.

The following is an extract from a letter to an English newspaper, by A. E. Spender, a member of the Mosely commission, on the reception of the commission by President Roosevelt:

"So vast is White House, its color making it a familiar object, that it might resemble at a distance King Solomon's Temple from without. [Its awe-inspiring gigantic porch is in some degree a parry to the ever-open door for which it is noted. The sense of bourgeois familiarity is toned down to one of courteous respect, even tho the nation's leader does not wear a golden crown, and this new gesture of good breeding is encouraged by the president's manner as he enters the blue reception room, where the silk coverings seem sprinkled with the fleur-de-lys. Mr. Roosevelt is of a fair height, his moustache giving him a deceptive brusqueness, for he is genial enough on introduction. Force of character sits upon his low, square eyebrows, and his under-lip, sacrificing beauty for power, reveals the same trait. His highly-cultured mind is always at work. A natural genius is the foreman of his ideas: 'what ought to be' rather than 'what was' forms the keynote of his concentration. A master of men, he is not so much an autocrat but that he is in sympathy with the unions of working men, when properly conducted, and not under the inebriate influence of Tammany Hall.

"We have been introduced; we are talking in groups, when his informal speech produces a hushed spell, and we find that he is more than equal to our presence, that he weighs the object of our mission in an extensive sense, confident that we can learn something of America, but warning us that whilst English-speaking nations give a proper regard to education we must devote our efforts towards a simulative rather than towards an initiative research. Nations are called upon to adapt novel cir-

cumstances to their peculiar surroundings; their rank in the world's commonwealth might not be saved from ruin by education, but ignorance could not perpetuate the government of a people. As regard the United States, he believed the broad base of knowledge was well laid, but they now required some system by which they could raise pinnacles as ornaments of a ripe productive scholarship. A hundred second-rate books could be, and were, produced, but their total sum was unequal to one single publication of the highest rank. He felt nothing but contempt for those who in the fair competition of a country did not concede to all the equal chance of rising in their manhood."

### Trained School Men.

In an article in the *Harvard Monthly* Professor Paul H. Hanus, chairman of the Harvard department of education, well presents the arguments for the instruction of teachers in the theory and history of education.

"What sensible advocates of the technical training of teachers claim for such training," he writes, "is this, that, given sound, general scholarship and special attainments in some one field of knowledge, a serious study of his future profession develops in the prospective teacher an insight into its difficulties, a comprehension of the extent and complexity of its problems, a knowledge of its accumulated resources for guidance and for inspiration, and a keen sense of its duties and privileges; in short, a professional consciousness lifts the teacher out of the sphere of mere imitation and mechanical routine into the sphere of rationalized endeavor.

"The truth of the contention that technical training for all teachers is essential to progressive efficiency is attested by the constantly increasing number of college-bred teachers who return to the graduate schools of our universities to study their profession for a year or more, or who come in large numbers to the university summer schools for the same purpose. Such teachers either did not, or could not, secure appropriate technical training before entering on their profession, and, having discovered their needs now, seek the help which the university can give. The great majority of these teachers, however, are impelled to the study of their profession by the natural ambition of earnest men and women to avail themselves of every means to increase their efficiency.

"We may expect the trained teacher to show more immediate and progressive efficiency than the untrained teacher, because we have helped him to minimize the inevitable blunders of inexperience by making him conscious of his resources, and showing him how to use them in the interests of his pupils; we have laid the foundation for progressive efficiency by disposing him to find his chief interest in the progress of his pupils in knowledge and power under his guidance, and in their enthusiasm, no matter how often he goes over the 'same ground.' We may expect the trained superintendent to possess the professional equipment that enables him to devise sound educational and administrative policies, and that gives him the courage and enables him speedily to develop the power to execute his plans wisely. We may expect him to aim at a unified corps of teachers, whose co-operation will infuse life and devotion into the whole school system. We may expect him to realize that, whatever the traditions of his office may be, he cannot be a mere passive 'servant' of the school board without endangering the important interests which they control."

### Truants in Jail.

The state prison commission has made public a resolution in which it denounces the practice of confining truant children in common jails as "contrary to public policy and decency."

This is the second time the commission has called attention to the custom in Oswego. The former occasion

was in September, 1901. The commission then denounced the practice and made the board of education of Oswego aware of the action of the commission. It was supposed that the practice had ceased.

The new resolution reads:

"It again appears to this commission by the annual report of the sheriff of Oswego county, that such practice still continues, and that during the year ending October 1 last, one boy, eleven years old, and three other boys each thirteen years old, were committed to said jail.

"In the judgment of this commission the practice of committing children to the common jails of the state for violation, or alleged violation of the compulsory education law, is unwise and against public policy, and is without warrant of law, and is by this commission again disapproved."

State Superintendent Skinner has replied to the commission promising an immediate investigation. He says:

"The legislature never intended that children simply guilty of truancy should be committed to jails or prisons. The most that can be said of a child inclined to truancy is that he may have in his nature and disposition a criminal tendency which, if not curtailed and corrected, may develop into criminal practices.

"There is no warrant in equity or law for committing such children to jails and prisons, and thus placing upon them the brand of a criminal. I shall promptly investigate the case, and endeavor to convince the school authorities of Oswego that such practice must not be continued."

### A League for Boy Study.

The boy, the least understood and the least appreciated factor in American society, is the key to many a puzzling social problem. Home, school, church, and community alike have a vital interest in "boy study." The American League for Civic Improvement has prepared a program course for the study of the boy. It is a valuable contribution to the subject and will be sent to anyone by addressing E. G. Routzahn, field secretary, 5,711 Kimbark avenue, Chicago.

The course includes the following nine topics: "The Development of the Boy from Birth to Adolescence," "The General Development of the Boy during Adolescence;" "The Social Development of the Boy During Adolescence;" "The Moral Crisis During Adolescence;" "The Boy at Home;" "The Boy Outdoors;" "The Boy in School;" "The Boy in Social Relations," and "The Boy in Church and the Religious Life."

### The Cecil Rhodes Scholars.

The first instalment of Cecil Rhodes' scholars in Oxford have been watched with much interest. It was remarked that the Germans, who never in England before, spoke the English language perfectly. This came from their public school training. One cannot but wonder that France delayed so long to teach English in the public schools. The writer remembers a young German in London, who had been in the city only three days, being employed as a butler in the hotel, and who spoke English fluently. This was a fortune for him, giving him employment at once. Joining no union, he took the wages offered and was saving his money to come to America.

Pres. Andrew V. V. Raymond, of Union college, in referring to the propaganda for shortening of the college course, said recently: "I believe that there is no widespread demand for such a shortening of the course on the part of the young men seeking education. The demand is rather on the part of institutions seeking a greater number of students."



## A London Vacation School.

Anyone who knows the slums of London will rejoice at the thought that a ray of light has been carried there thru the introduction of a vacation school. The vacation school as known in America is an excellent place for the children who perforce have to play in the gutters and on the pavements. Mrs. Humphrey Ward, the novelist, is responsible for the introduction of this idea into the heart of London. For two summers Mrs. Ward has organized a school, resembling the American vacation school, at a London social settlement.

The objects of the school are much the same as in similar schools here. Principally it has sought to give the street children a good time. As the children have played so far, the directors feel that they have succeeded. The school seeks to give the children something to do, to care for their physical well-being, to give pleasure to those who are ignorant of fresh air.

The settlement house was not designed to serve as a school, but to the building itself was added a large and well designed garden. Seven spots in the garden were arranged, and here the lessons were given on pleasant days. Beyond the garden was a piece of rough ground on which a profusion of weeds grew. This plot at once became the scene of nature study exploration. In one corner a large sand pile was boarded off as a playground.

The organizers of the school were decidedly adventurers. They had no exact precedents to guide them. The American precedents, on account of different social usages, were often worthless. The organizers made an innovation in organizing the school on the "mixed principle," that is, for both boys and girls. Apparently much to their surprise the directors encountered no difficulties, but found that the principle had many distinct advantages.

Getting the children was another problem. The children of a dozen neighborhood schools, both board and voluntary, public and private, were allowed to apply. Then the managers of the school issued the invitations. At the outset 750 children were invited, but some stayed only a short time, while others had to be excluded on account of sickness. In all 965 children received the benefit of this innovation in English school work.

The curriculum seems somewhat unusual in several particulars; but it must be admitted that it was an excellent one. In pleasant weather the school met in an open court. At the opening hour the classes assembled and for fifteen minutes religious exercises were conducted—on three days by clergy of the Church of England, and on two by ministers from the free or Nonconformist churches. These exercises included the singing of a hymn, the repetition of the Lord's Prayer, the recital of some of the Beatitudes, and a brief address by the clergyman. In wet weather the exercises were conducted in the gymnasium.

The curriculum included manual training,—woodwork for boys, housekeeping and cooking for girls, and once or twice for boys; singing, gymnastics, including boxing, and musical drill and physical exercises. Then there were story-telling, with which was combined moral instruction; clay modeling, dancing, nature study, including botany and zoology from life; brush work and drawing; reading; dramatics; needle-work, chiefly doll dressing; basket and cane weaving; lantern story telling; ambulance work and nursing,—this included washing and dressing a baby; swimming, and sand-digging. The subjects of this curriculum are a great deal more extensive than those of the American school, and doubtless we can profit from the suggestiveness in some of them. Most of the subjects, it will be observed, brought into play physical as well as mental activities. With the exception of woodwork, housekeeping, needlework, and cane weaving, the lessons lasted only thirty-five minutes each. Moreover, the subjects were so arranged that a child got one lesson in the building and one in the garden alternately. The few children who displayed a special

aptitude and expressed a desire to take up any one particular subject were allowed to spend as much time as they wished on that subject.

Mrs. Ward selected the teachers herself. Most of them were students at secondary or kindergarten training centers, tho some were university graduates. There were sixteen regular teachers in all. Then there were special teachers for singing, dancing, and musical drill, and two for gymnastics. In addition there were some voluntary helpers. It was carefully arranged that the teachers should have a vacation before the opening of the regular school year.

Altho no particular standard of attainment was set up, and tho the primary object of the school was to give pleasure, work of exceptionally good quality was done. This was especially true of woodwork, nature study, and gymnastics. One point which impressed the directors of the school was the ease with which discipline was maintained, and the general tone of the children. They were cheerful, obedient, happy, and free, and as they appreciated the instruction as a kindness, they invariably kept within bounds.

## Mr. Mosely's Views.

The Mosely education commission has returned to England, and American educators are now wondering what they thought of us. We shall not know absolutely until their report is published next April. The features that seemed to impress the commissioners most were: The perfection of the organization for all kinds of education, the liberality everywhere apparent in the provision of buildings and equipment, and the ungrudging acceptance of the expenditure as a public duty.

Mr. Alfred Mosely expressed himself very freely on our schools in a recent interview. He said: "The schools of to-day should teach the lad to use his hands. For the boy who is to be educated for a profession the English system is to be preferred. We teach the boys to be scholarly. From my investigations, I believe that the Western schools are further advanced than those of the East.

"One branch of the American system particularly interested me while I was in Boston. In the crowded section the public schools are thrown open in the evening, and the children who have practically no facilities at home for study are permitted to gather and prepare their lessons for the next day. The general use of the school buildings in America is to be commended. Such work is a fit attribute of the school system.

"In the United States the salaries of teachers are uniformly too small. Better inducements are offered in other lines of work, and the teaching profession is, therefore, left in many cities to persons who can not secure profitable employment elsewhere. You do not have enough men teachers, and for this the low salaries are largely responsible. The teacher cannot do his best work if he is paid too low a salary. The salary should be sufficiently high to induce the best persons in the city to take up teaching, and when the teacher's usefulness to the system is at an end she is entitled to a pension.

"I do not consider such subjects as drawing, shop work, sewing, and cooking extraneous. I believe the child should be taught to use its hands. There is no boy or girl but what has something in him, and it should be the aim of the course of study to bring this out. That practical study is what I consider one of the commendable features of your curriculum.

"There is a fourth R which every American school teaches, and the teaching of which is largely responsible for the wonderful success of your country. That fourth R is reason. You teach your children to reason and every American has a reason for what he does. American educational methods tend to produce self-reliance, the power of initiative."



## The Educational Outlook.

Pope Pius X. has issued a decree allowing members of the female religious orders who apply themselves to a teaching career to attend the high and normal schools and universities of their countries. Already four Ursuline nuns have been admitted to the University of Innsbruck, where they attend the lectures of the faculty of philosophy. In the University of Freiburg there are several sisters qualifying themselves to establish a school for girls. In Italy it is now a common sight to see the sisters in their religious dress attending the normal schools in order to obtain diplomas for teaching in the government schools.

The recent convention of the Woman's Christian Temperance Union ascribed the lengthening by four years in the last decade of the average life to the teaching of temperance physiology in the schools.

Dr. Charles W. Dabney, president of the University of Tennessee, has been offered the presidency of the University of Cincinnati.

Pres. Daniel C. Gilman, of the Carnegie institution, has notified the trustees that he intends to resign at the end of next year. Dr. Gilman was elected for five years, and he has served two. He gives as his reason for resigning, his advancing years, which make the burden of his position onerous to him.

In a Syracuse, N. Y., school, the plan of using the blackboard as a six-column daily newspaper has been adopted. All the pupils are reporters and one of their number is chosen editor. When the class is called each pupil writes a bit of news and hands it to the editor, who, with the teacher's assistance, places the selected

matter on the blackboard under general classifications of foreign, educational, scientific, political, and commercial.

The second international congress for the development of the teaching of drawing will be held at Berne, Switzerland, on August 3, 4, and 5, 1904. The definite program can be obtained from the organization committee of the congress. The participation fee is ten francs, or two dollars. This gives the right to the publications and privileges of the congress. The enrollment of participants should be sent before Jan. 31, 1904. Leon Genoud is the president of the organization. His address is Fribourg, Switzerland.

A meeting of the Tennessee Public School Officers' Association will be held at Nashville on Jan. 19, 20, 21.

The Arkansas Teachers' Association will meet in Little Rock, December 29, 30, and 31. The officers are, Pres. W. A. Crawford, and corresponding secretary J. H. Witherspoon.

Pres. E. M. Poteet, of Furman university, at Greenville, S. C., has announced a gift of \$100,000 by John D. Rockefeller to that institution. Dr. Poteet has recently raised \$125,000.

M. Combes, the French premier, has published the results of the inquiries made thru France into the number of schools of the authorized congregations. All of them will be closed if, as proposed, the law is extended to include the suppression of teaching the authorized orders. The reports show that a total of 3,500 schools are conducted by these orders. Some 1,900 of them can be closed at once, but the rest cannot, as

there are no other schools ready to replace them. The previous suppression, by the government, of clerical teaching, related to the unauthorized orders.

A bill has been presented to Congress to set apart 100,000 acres of the public domain for the purpose of founding a textile school as a branch of Arkansas university.

Miss Clara W. Mingins, kindergarten supervisor of Detroit, has resigned, as has Mrs. Eleanor O. Perian, instructor in the training department. Miss Mingins has been in the schools eight years and Mrs. Perian came here last September. Both resignations are tendered because as the teachers allege, "those in charge of educational matters insist upon lowering the standard." Miss Mingins started the kindergarten work in Detroit in the Washington normal. Now there are forty-two kindergartens in the system.

The Iowa state college at Ames is to hold a special school in judging live stock and corn from Jan. 4 to 16 next. The purpose of this is to aid the farmers to raise better stock and corn. Special advanced courses will be arranged for those qualified to profit by the instruction.

The principal of the high school at Saquoit, N. Y., has brought action against a parent of one of his pupils for alleged assault. It is alleged in the complaint that the boy broke the rules of the school and was suspended. The father became indignant at this action and meeting the principal on the street, it is said, horsewhipped him. The father pleads justification and that the principal acted spitefully toward the boy and persecuted him.

### Southern Educational Association. Auditorium, Atlanta, Ga.

<i>President.</i>		
DR. FRANCIS P. VENABLE	-	Chapel Hill, N. C.
<i>Vice-President.</i>		
COL. J. W. NICHOLSON	-	Baton Rouge, La.
<i>Treasurer.</i>		
SUPT. S. H. EDMUNDS	-	Sumter, S. C.
<i>Secretary.</i>		
SUPT. R. J. TIGHE	-	Asheville, N. C.

#### Program.

Wednesday, December 30, 8 P. M.

Addresses of welcome:

Governor J. M. Terrell, of Georgia.

Mayor Evan P. Howell, of Atlanta.

Hon. John Temple Graves.

Responses on Behalf of the Association:

Pres. Edward M. Poteat, Furman university, Greenville, S. C.

Supt. Julius Jordan, Pine Bluff, Ark.

Address of the President:

Francis P. Venable, Ph.D., LL.D., president of the University of North Carolina, Chapel Hill, N. C.

Thursday December 31.

Attendance on Public Schools:

Discussed by, Supt. Seymour A. Mynders, of Tennessee.

Supt. Isaac W. Hill, Montgomery, Ala.

Supt. J. H. Phillips, Birmingham, Ala.

Supt. Wade H. Wood, Sandersville, Ga.

Local Taxation:

Discussed by, Pres. Charles D. McIver, North Carolina Normal and Industrial college.

Supt. H. L. Whitfield, of Mississippi.

Rural Libraries in the Public Schools:

Discussed by, Supt. W. H. Ragsdale, Greenville, N. C.

Hon. Joseph S. Stewart, Athens, Ga.

Manual Training in the Public Schools:

Discussed by, Captain C. E. Vawter, Miller Manual Labor school, Virginia

Miss Elizabeth M. Getz, *Drawing and Manual Training Journal*, Charleston, S. C.

E. E. Uterbach, director manual training department, Atlanta public schools.

George Peabody and the Work of the Peabody Fund:

Hon. Hoke Smith, Atlanta, Ga.

The Education of Women in the South:

Miss Celestia S. Parish, Athens, Ga.

Public Aid to Education in the South:

Chancellor Walter B. Hill, University of Georgia.

Friday, January 1.

High School in the South:

Discussed by, Supt. E. H. Mark, Louisville, Ky.

Supt. W. B. Merritt, Atlanta, Ga.

Supt. J. W. Gaines, Hartsville, S. C.

College Requirements in English.

Discussed by, Prof. Charles W. Kent, University of Virginia.

Prof. C. Alphonso Smith, University of North Carolina.

Prof. W. L. Weber, Emory college, Ga.

The Call for More College Bred Men:

Pres. George H. Denny, Washington and Lee university, Va.

Pres. John W. Abercrombie.

Literature in the South:

Prof. C. Alphonso Smith, University of North Carolina.

Secondary Education in the South:

Hon. William T. Harris, United States commissioner of education.

The Relation of the Southern College to the Public Schools:

Dr. Edgar Gardner Murphy, Montgomery, Ala.

Transportation, Board, etc.

The railroads will sell round-trip tickets from all Coupon Stations in the Southern states, at the price of one first-class fare, plus twenty-five cents, plus two dollars, for membership fee.

Tickets will be on sale December 29, for all points over 300 miles from Atlanta, and on December 30, for points within 300 miles. The limit of the tickets is January 3, 1904, to reach original starting point.

Hotels and Boarding houses will give reduced rates.

Members of the Reception Committee will meet all trains and assist members of the Association in securing Hotel accommodations, care of baggage, etc.

A fine set of Physiological Models (for school use), in handsome oak case, that cost \$140—as good as new for sale at nearly half cost. Exceptional opportunity for High or Normal school. Address Models, care SCHOOL JOURNAL, 61 E. 9th St., City.

### Prof. Bassett Resigns.

The board of trustees of Trinity college, Durham, N. C., has declined to accept the resignation of Prof. J. S. Bassett. It had been tendered because of the criticism following a recent declaration by the professor that Booker T. Washington is the greatest man born in the South with the exception of General Lee, in the last century.

This case has aroused great interest both on account of its connection with the race question and the question of the right of a college professor to express his opinions freely.

The trustees have issued the following statement of their position which is of decided interest:

"We have had before us the offer of Dr. John S. Bassett to resign his professorship of history, and it is made clear to us that it was not presented out of voluntary decision to sever his connection with the college, but that it was tendered under coercive influences from the outside, and because of a feeling that his further connection with the college might bring injury to it.

"Candor impels us to admit our regret that Professor Bassett has expressed certain opinions, which gave offense to many, and we are glad to find that these opinions were expressed solely on his own authority, thru a medium, which is in no sense an organ of the college, and not at all in his capacity as a college official, so that neither this board nor the college can be held responsible for them.

"On the contrary, it clearly appears that the faculty and the students disagree with certain of Professor Bassett's opinions—so far as we can ascertain, unanimously. Neither do we agree with him.

"Nevertheless, both faculty and students, with equal unanimity, have manifested their desire that this board decline to accept Professor Bassett's offer of his resignation, and for the following reasons, which seem to us high and vital, we do decline to accept it:

"1. Any form of coercion of thought and private judgment is contrary to one of the constitutional aims of Trinity college, which is 'to cherish a sincere spirit of tolerance.'

"2. We are particularly unwilling to lend ourselves to any tendency to destroy or limit academic liberty.

"3. We believe that society in the end will find a surer benefit by exercising patience than it can secure by yielding to its resentments. The search for truth should be unhampered and in atmosphere that is free. Liberty may some time lead to folly, yet it is better that some should be tolerated than that all should think and speak under the deadening influence of repression.

"4. The matter that has engaged our attention is of more than local interest and will be far-reaching in its results.

"5. Trinity college is affiliated with a great church whose spirit and doctrines are tolerant and generous, and a due regard for the teachings and traditions of this Christian society requires us to exercise our judgment in harmony with its spirit and doctrines.

"Viewing the matter in the light of those wider interests and finding that there is no complaint against Professor Bassett's moral character, his scholarly fitness, his energy, his competency, as a teacher, or his command of the confidence of his classes, we are sure that duty requires us to decline the offer of his resignation.

"We state as a fact that Professor Bassett does not believe in, nor does he teach, social equality, and we have confidence in him both as a man and a teacher."

### Gift of General Jones.

Gen. Edward F. Jones, former lieutenant-governor of New York, has made a generous offer to the Binghamton school board. He has agreed to pay for the examination by oculists of all the public school children's eyes and to furnish treatment or glasses to any child of poor parents who is found to need them.

Some of the Binghamton teachers have reported that many pupils who are considered to be slow and stupid really have defective sight. Because of this defect they are unable to keep up with the other members of their class. Most of these children are of parents who cannot afford to correct the trouble. When General Jones heard of these facts he made his generous offer. The Public School Aid society, of which Mrs. Ida Lane, a school principal, is president, will administer the gift. The society will furnish orders for an examination by an oculist of the eyes of all children whose sight is even suspected to be faulty. If that examination shows that glasses are needed, they will be supplied or the necessary medical treatment will be given free.

General Jones is totally blind, and wishes to save children from similar affliction.

### A Talk by Mr. Manley.

The last annual session of the Teachers' Institute for Essex county, N. J., was the largest and most interesting ever held. The address which aroused the most interest was that by Frederic Manley, on "Language, Literature, and Life." Mr. Manley devoted himself principally to a discussion of slang in the schools. He thought that slang was pernicious only when it was used in a pose of vulgarity.

"Slang, if properly used," he said, "might bring phrases of what Homer used to call 'winged words.' Most of the familiar topics in our American literature are inheritances, drawn from conditions of life in England, in Europe and in the Orient. In the good slang of the day the national life is brought out. I do not want to say that I indorse slang, but it is everywhere, and has to be considered.

"I remember a small boy oppressed with a very dull lecture, who exclaimed: 'Ge! if I don't get out of here I'll have bats in me belfry!' What could be more severely critical and definite? The 'glad hand' and the 'marble heart' are expressions which seem to me simple and beautiful. I believe that if in the Bible it had been said of the despised 'Prodigal Son' that the world had shown him the 'marble heart,' and that on his return to his father he had been given the 'glad hand,' we should now hear professors of literature saying to their classes, 'Ah, gentlemen, they don't make such literature as that nowadays.'"

### The Effete East.

At the annual reunion of the Eastern Alumni of the University of Chicago, President Harper made the following observations:

"It is impossible for New York to understand the West. It is impossible for the East to understand Chicago, and it is out of the question for New Yorkers to comprehend our university. The East knows nothing of the West. Boston is even worse than New York. I am told that half the residents of New England never have been west of New York state. How narrow and provincial that is! How can men, coming from institutions in the East, have any conception of what we are doing in the West. Their ignorance and misunderstanding are matters for us to overcome. One of the missions of the University of Chicago, therefore, is to

send men and women to capture and control the East.

"We have something at Chicago that is missing in Eastern universities. We have unity. Instead of being made up of a combination of schools of medicine, law, divinity, and the like, as is the case at the older universities in the East, we have at Chicago a university life that forms a complete whole. Our medical students, law students, and divinity students mingle together as they do not elsewhere, and we have something that is not possible in the older institutions."

### New Jersey Association.

The forty-ninth annual meeting of the New Jersey State Teachers' Association will be held at Trenton on Dec. 28, 29, and 30. Among the addresses at the general sessions will be: "The World's Peace Tribunal," Hon. Wayne MacVeagh; "The General Education Board," Edgar Gardner Murphy and Robert C. Ogden; "What Organization by Women Has Done for Women," Dr. Mary D. Hussey; "What Organization has Done for the Teachers of New York," Miss Katherine D. Blake, president of the Association of Women Principals of New York city; "What the Department of Agriculture Does for the Nation," Hon. James Wilson, secretary of the department of agriculture.

The officers of the association are: Pres., William H. Eldridge, Williams-town; Sec'y, Lewis C. Wooley, Trenton; treas., William Rabenort, Paterson; railroad sec'y, W. Seymour Twitchell, Paterson.

### Indiana Association.

The program of the fiftieth annual session of the Indiana State Teachers' Association which will meet in Indianapolis, on December 29, 30, and 31 has been issued. It includes: the inaugural address by Supt. Charles A. Van Matre, of Delaware county, on "School Administration," symposiums on "A Permanent Teaching Profession," and "The County Institute," an address by Prof. George E. Vincent, of the University of Chicago, on "Education and Efficiency," an address on "Manual Training in the Grades," by Louis A. Bacon of Indianapolis; and an address by State Supt. Fassett A. Cotton on "Indiana at the World's Fair."

Special programs have been prepared for the following section meetings:

The officers of the association are: Pres., Charles A. Van Matre, Muncie; Chairman of Executive Committee, Milo H. Stuart, Indianapolis; Permanent Sec'y., and Treas., J. B. Pearcy; Anderson; Recording Sec'y., Miss Kate Woods, Evansville.

### Missouri Teachers' Association.

The forty-second annual session of the Missouri State Teachers' Association will be held at St. Joseph, December 29, 30, and 31. An extended and admirable program, which should bring together all the teachers in the state, has been prepared. The program for the general sessions includes the following addresses:

"Relation of Education and Occupation," Albert Ross Hill, Missouri university; "The Relation of Education to Crime," Dr. Edward A. Fredenhagen, Topeka Kansas; "Individualism in Elementary Education," Supt. John Kennedy, Batavia, N. Y.; "Differential Progress of Pupils, a Function of Correct Teaching," G. B. Morrison, Kansas City; "Fundamental Ideas in the Course of Study," J. U. Barnard, Kansas City; "Grades of Thinking and Thinking in the Grades," State Supt. Nathan C. Schaeffer, of Pennsylvania; "Comparison of German and American Schools," W. F. Bahlman, Warrensburg; "Time Element in Elementary, Secondary, and University Education,"



Supt. G. V. Buchanan, Sedalia; C. E. Miller, St. Joseph; Pres. R. H. Jesse, Missouri university; "Missouri World's Fair Exhibit," State Supt. W. T. Carrington.

## The Metropolitan District.

The New York Educational Council will meet in Law Room, No. 1, New York university, Washington square, on Saturday, December 19, at 10 30 A. M. Mr. Jacques W. Redway will speak on "Teaching Geography."

Prof. Earl Barnes will address the Brooklyn Teachers' Association Dec. 22 at P. S. No. 3, at 4.15 P. M. His topic will be "Tendency to Follow a Leader."

President Rogers, of the board of education, has appointed John C. Kelley, of Brooklyn, a member of the committee on elementary schools. He has also appointed Frank Harvey Partridge a member of the committee on lectures and libraries.

The terms of office of the following officials of the board of education will expire during 1904: City Supt. William H. Maxwell, March 14; Supt. of School Buildings C. B. J. Snyder, Feb. 20; Associate City Supts. Clarence E. Meleney, Feb. 13; Edward L. Stevens, Feb. 29; John H. Walsh, April 5; Albert P. Marble, June 30; Algernon S. Higgins, Dec. 31. District Supts. James M. Edsall, Feb. 8; Grace C. Strachan, Feb. 9; Joseph S. Taylor, and Darwin L. Bardwell, Feb. 13; John J. Chickering, Feb. 29; Cornelius E. Franklin, Mar. 8; Edw. W. Stitt, June 30; William A. Campbell and Evangeline E. Whitney, Sept. 11; John H. Haaren and Edward R. Shallow, Dec. 31. Member of board of examiners, James C. Byrnes, Sept. 27. Assistant supervisor of lectures, Lawrence H. Tasker.

At the December meeting of the New York City High School Teachers' Association, Associate Superintendent Edson discussed the St. Louis educational exhibit. Prof. F. J. E. Woodbridge, of the department of philosophy at Columbia, spoke on "The Teacher's Work as a Profession."

The male principals of the Bronx and the members of the local school boards of that borough recently gave a dinner to Congressman Goulden. It was in recognition of his long and successful service while a commissioner of the board of education. In addition to the principal and local board members, there were present Hon. Louis F. Haffen, president of the borough of the Bronx; Commissioners Barry, Cunneen, Jackson, Thompson, Wilsey, ex-Commissioner Moriarty, Supt. of Buildings C. B. J. Snyder, District Superintendent Schaeffler, Thomas E. Bussey, Charles V. Halley, Henry W. Vogel, and the Hon. John J. Brady.

A. G. McDonald has resigned as a member of the board of education. Mayor Low has appointed Grosvenor H. Backus to fill the vacancy.

The by-laws have been amended so that to be eligible for license as principal of an evening school an applicant must either hold a license as head of department or as assistant to the principal, or else be eligible for license as a principal.

Another amendment compels janitors and sub-janitors to live within 500 yards of the school in which they are employed.

It has been found that a large number of children under six years of age have been placed in the regular school grades by their parents thru false statements. The board of superintendents has sent a recommendation to the committee on by-laws to change the rules regarding the admission of new pupils. The plan is to require hereafter birth certificates or

The officers of the association are: Pres. G. B. Logan, Kansas City; Sec'y., S. P. Bradley, Springfield; Treas., R. H. Jordan, St. Joseph; Railroad Sec'y., W. J. Hawkins, St. Louis.

other documentary evidence of the truth of the statements in admitting children to graded classes.

In the early fall it was determined that no child of six or over should lack a school accommodation. The mothers, especially foreigners, have taken advantage of this to put their youngsters of five and five and one-half years into the grades, causing the formation of unnecessary part-time classes.

Justice Fitzgerald, of the supreme court, has continued the temporary injunction granted five teachers restraining the board of education from appointing as principals other teachers on the eligible list. Corporation Counsel McGuire, for the board of education, said that the plaintiffs had not been appointed, because the board thought they were too old to take up the arduous duties of principal in the elementary schools. Those whom the board would appoint in their places are on the same eligible list, they are as competent, and have the advantage of being younger and stronger.

Supt. C. B. J. Snyder is preparing plans for P. S. No. 147, which is to be erected at Bushwick avenue, Siegel and McKibbin streets, Brooklyn. The section where the school is to be located is one of the crowded districts of Brooklyn and so as large a school as practicable is to be built. Mr. Snyder is drawing plans for a building to have eighty class-rooms. It will be divided vertically so as to form two separate schools, one for boys and the other for girls.

Many of the New York city teachers are complaining about the custom of giving presents to pupils at Christmas time. The custom has become so well established that it is almost obligatory and involves a considerable tax on the teachers. Estimates show that more than \$25,000 has been expended for presents this year.

A Christmas tree is prepared by the teachers in every school in New York. On these the gifts for the children are hung. There is no rule to prevent the principal from requesting the teachers to supply gifts on these trees. It is easy to imagine how compulsory this system really is. It has been suggested to the board of education that a rule be enacted prohibiting the giving of presents to the pupils by the teachers.

On behalf of the committee on civics and patriotism of the G. A. R., Hon. John G. Wise has presented to Gertrude Leach, a pupil in P. S. No. 53, a silk flag awarded to her by State Supt. Skinner for a prize essay on the Spanish-American war. Miss Leach was the only pupil in the boroughs of Manhattan and the Bronx to whom a flag was awarded in the competition.

An agreement has been made between the Columbia School of Architecture and the National Academy of Design, whereby Columbia fourth year students will be permitted to attend classes in the academy. The university will permit students of the academy to attend its classes on architecture.

A new school is to be built at a cost of \$147,100 on One-hundred-and-twenty-eighth street between Madison and Fifth avenues. This school, which will be designated as P. S. No. 24, is to do away with the necessity for the building on One-hundred-and-twenty-fifth street which has been hired. The proposed building will have thirty-two class-rooms and a large assembly room. It will be a

fire-proof structure, 143 feet long, sixty feet wide, and four stories high.

Prof. W. E. Thomas, of Columbia university, has completed an examination of the records of the ages of graduates from eleven representative colleges. The average age between 1890 to 1900 was 23 years 1.9 months, as compared with 23 years 1.3 months during 1850 to 1860. The investigation shows a lowering of the age of graduation of about two months and a half during the last fifty years.

## Revising the Pension Fund.

The representatives of the teachers' organizations of New York city have a committee to report on the question of revising the present system of the teachers' pension fund. The committee consists of Principals Best, Hagerty, Doty, Conrov and Quinn. There are two plans for revising the pension system. The one better liked is that of Mr. Best; the other is that of Auditor Cook, of the board of education. Mr. Best's plan is to raise the fund by yearly or monthly assessments of one or two per cent. levied on all teachers' salaries. Mr. Cook considers this illegal, and his plan is to make a yearly estimate for the requirements of the fund, and place it in the yearly budget of current educational expenses. This can be made compulsory by the state legislature.

The amount that will be required by next spring will be about \$500,000. Of this, \$260,000 is raised from five per cent. of the excise tax. The remaining \$240,000 must come from forfeits made by late and absent teachers.

At present there is a surplus in the fund. The figures for 1902 show that on Jan. 1 of that year there was a balance of \$795,887, and that the receipts from the excise taxes for 1901 were \$262,066, and from interest on deposits \$13,583. The deductions for absence were \$267,177, of which \$120,473 was refunded, leaving a balance of \$846,407.

## Plans of Public School Athletic League.

The New York Public School Athletic league has been definitely organized with the following officers: Pres. Gen. George F. Wingate; Vice Presidents, the Rev. Dr. W. S. Rainsford, the Rev. M. J. Lavelle, of St. Patrick's cathedral; Treas. S. B. Guggenheimer; Sec'y. Dr. Luther H. Gulick. The first set of games to be held by the league will be given in Madison Square Garden, Saturday evening, December 26.

It has been decided to offer, as individual prizes, only prizes of limited value, and that when trophies of any great intrinsic worth are given they are to go to the schools. The policy will be to magnify the school rather than the individual.

Scholastic attainment will be made an equivalent to athletic competition, the standing of students in their classes being rated as carefully for team positions as general athletic excellence. The committee of games is to arrange a proper series of contests, and those who reach a required qualifying standard will receive a bronze button and will be termed athletes, while those who appreciably exceed this standard will receive silver buttons and be termed experts. The first competition of this sort will be held next year, and principals of schools will be requested to give preference to those eligible to compete, in accordance with the excellence of their work in the class-room. The whole principle of the league will be to discourage athletic work by the few and solely for athletics. It will seek to improve by proper games and physical training exercises the physical condition of every student.

**Mrs. Vandewater nee Paterson.**

The newspapers have given considerable attention to the trial of Mrs. Jennie L. Vandewater, of P. S. No. 58, Long Island City, for marrying. Of course this was in violation of the rules of the board of education. As a result the rule has come in for no little attention.

Mrs. Vandewater has been teaching in the schools of Queens for six years. Up to the close of the last school term she was known as Jennie Paterson, but during vacation she married Mr. Vandewater.

When she returned to school in September she signed her name as "Mrs. Jennie L. Vandewater, nee Paterson." Principal Smith at once told her she must resign, but she refused. The matter was brought before District-Superintendent Stevens who presented the facts to the board of education which ordered a trial.

Meanwhile Mrs. Vandewater has been teaching. In fact, as Principal Smith states, she has done some excellent work in P. S. No. 58 with the backward children. Some children who had not made any progress for a year have advanced wonderfully under her teaching. The board paid her September salary, but refused to give her pay for October and November. She went on teaching her class without pay. Recently her trial was held before the elementary school committee. She admitted her marriage but denied that she ever knew that the by laws say a woman teacher's license expires as soon as she is married.

When asked why she wanted to teach, she said, "Because I love teaching. I am doing a work just now that I think is a good work and I want to keep it up."

Principal Smith told the committee that Mrs. Vandewater was a very valuable woman, giving excellent reports of her work with unfortunate children. The committee took the case under consideration.

Comment has been general. The courts have held that the by-law is valid and reasonable. A by-law of the school board of the borough of Brooklyn provided that, "Should a female principal, head of department, or teacher marry, her place shall thereupon become vacant, but her marriage shall not operate as a bar to her reappointment should it be deemed to the interests of the school to retain her services." Such a by-law the court held, is valid in so far as it declares against the retaining of female teachers who marry.

One judge said: "While many new fields of endeavor have of recent years been opened to progressive women, the principal duties and sphere of the wife and the mother will always remain, and cannot be said to be such as are not calculated, except in rare cases, to interfere with that degree of regularity and devotion which is required of the members of a teaching force in so large a community. The purpose of the rule is not to discourage marriage; it is rather in the public interest to dispense with the service of that class of teachers who assumed new duties and stepped into another field, and where it is thought their environments would tend toward the disparagement of the school interests."

In a concurring opinion another justice said: "While single, the teacher's services belong to herself; when married they belong to her husband. Having voluntarily assumed a relation which gives to another the legal right to dispose of her time and labor, the teacher cannot complain of a regulation by which her independent contract is made to end when her power to contract independently ends, especially where the regulation is itself a part of the original contract."

**New York Kindergarten Association.**

The thirteenth annual meeting of the New York Kindergarten Association was held on Dec. 7. Pres. Hamilton Wright Mabie made a plea for larger contributions to carry on the work of the society. "At present," he said, "there are living in the tenement houses of Manhattan and the Bronx 563,000 children, a population equal to that of a large city. There are probably 200,000 of these children who are of kindergarten age, and who should receive the teaching the kindergarten affords. In New York city today twenty-six languages are spoken, and in one school in the Syrian district of the city twenty-nine languages and dialects are used. No other statement can bring out more vividly the cosmopolitan character of the metropolis, nor can any other statement emphasize more sharply the pressing need of an education which begins with the first opening of the child to impressions of the country in which he lives."

In closing, Mr. Mabie made an urgent appeal for more funds. He said that \$40,000 is now being spent annually, but that \$100,000 a year is needed.

President Finley, of City college, made an address "representing" himself "as a product of the tenement regions."

The following officers were elected: Pres., Hamilton Wright Mabie; Sec'y, Rev. James M. Bruce; Treas., Spencer Trask; Supt. of Kindergartens, Miss Cynthia P. Dozier.

**Mathematical Association.**

On Nov. 28 about 300 teachers met at Teachers college, New York, and organized an Association of Teachers of Mathematics in the Middle States and Maryland. Almost all the colleges and larger schools in this section of the country were represented. More than 200 teachers enrolled as members of the society, whose prime object is the improvement of mathematical teaching.

The meeting, which consisted of a morning and an afternoon session, offered many points of interest to mathematical teachers. After President Butler had welcomed the teachers, papers on phases of mathematical teaching were read by Harry English, of Washington, D. C.; Isaac N. Faylor, of Richmond Hill, N. Y.; Arthur Schulze, of New York city, J. L. Patterson, of Philadelphia.

It was decided to hold the next meeting at Columbia university, about Easter time. The following officers were elected: Pres., Prof. David Eugene Smith, of Teachers college; Vice-Pres., Prof. H. B. Fine, of Princeton university; Sec'y, Dr. Arthur Schulze, of the New York High School of Commerce; Council of the Association: Prof. John S. French, Jacob Tome institute, Port Deposit, Md.; A. M. Curtis, Oreonta, N. Y.; Normal; Harry English, Washington, D. C.; John R. Gardner, Irving school, New York city; W. Z. Morrison, Shadyside academy, Pittsburg, Pa.; Mary V. Shea, Commercial High School for Girls, Philadelphia.

Applications for membership and other communications should be addressed to Arthur Schulze, 4 West 91st street, New York city.

**Parent Arrested for Cause.**

A teacher in P. S. No. 169 has caused the arrest of a parent of one of her pupils on the charge of criminal libel. Her complaint is based on statements alleged to have been made by the parent in a letter to District Supt. Seth T. Stewart, in which the teacher was accused of having tied a girl pupil to a desk and beaten her cruelly.

The daughter of the defendant had

been sent away from school because she had been disobedient and had refused to apologize. Her father said the child should not apologize, and appealed to the principal of the school. The principal, however, sustained the teacher. This so enraged the man that he forced his way into a class-room where a class was in session, and denounced the principal, who at once went into hysterics. One of the teachers pushed the man from the building. For several days after this incident the still indignant father loitered about the school with a horse-whip in his hand, badly frightening the teachers. He followed this by sending letters to District Supt. Stewart, in charge of the Bronx schools, charging that the teacher was not gentle, and also that the principal was a "sour old maid." Added to this was a charge that a girl had been tied to a desk in the class-room, kept there for several hours, and then cruelly beaten.

**A Fine Bookstore.**

The book-loving people of New York have been delighted at the establishment of a handsome book store on the corner of Twenty-third street and Fifth avenue, by the S. C. Rains Co. No one can enter this store without being struck by its lightness and brightness. The books make a most attractive showing; almost every desirable book is here. We urge everyone who is in search of books to own or to make gifts of, to visit this splendid store. It is already become a landmark for literary people, and that number is large in this metropolitan city and its suburbs.

**Recent Deaths.**

James A. Burnham, proprietor of the Home School for Boys at Harrison, N. Y., died on Dec. 10.

Professor Friedlander, proctor of the Liebniz gymnasium at Berlin, died on November 12.

Prof. H. H. White, formerly president of Kentucky university and later professor of mathematics in the same institution, died on December 8.

Dean A. H. Edgren, of the University of Stockholm, Sweden, died recently. He was formerly a professor in the University of Nebraska, but went to Sweden a year and a half ago.

Henry Coleman, for twenty-three years president of the Coleman Business college, Newark, N. J., died Dec. 6. He was formerly identified with the Eastman Business college, Poughkeepsie.

The Rev. Dr. Henry Clay Trumbull, editor of *The Sunday School Times* since 1875, died on December 8. Dr. Trumbull was educated at the Stonington (Conn.) academy and Williston seminary. He held the honorary degree of A. M. from Yale, and of D. D. from Lafayette college and New York university. He was known throughout the world as an author of religious books.

Wm. Wyman, a prominent citizen of Baltimore, Md., who started the Johns Hopkins university endowment fund, died on Nov. 26. Together with two others he made possible the new home for the university. He gave sixty acres of valuable land for the site, and to Baltimore for a park, thus starting the movement which resulted in the city and the university acquiring 200 acres, of land and an addition to its endowment fund of \$1,000,000. Mr. Wyman's gift was about \$250,000.



## Educational New England.

The New Hampshire Association of Academy Teachers held its annual meeting at Tilton seminary on Nov. 14. Miss Virginia Spencer, of Plymouth State Normal school, discussed "Self-Government in Schools," "The Teaching of French in Secondary Schools" was treated by Prof. Robert I. Taylor, of Dartmouth college, while the history of the Association was told by Prin. Elmer E. French, of West Lebanon. The following officers were elected: President, C. L. Plimpton, Tilton seminary; vice-president, E. W. Kemp, Sanborn seminary; secretary, Miss A. M. Greene, Pembroke academy.

Prof. Theodore Hough has resigned from the Massachusetts Institute of Technology to accept an appointment as associate professor of biology in Simmons college. Dr. Hough is succeeded at the institute by Dr. P. G. Stiles.

### Defective Children.

At the November meeting of the Middlesex County Schoolmasters' Club, in Boston, the problem presented by dull and backward pupils was the subject of discussion. Warren F. Spalding, secretary of the Massachusetts Prison Association, enumerated the results of German, English, Norwegian, and American experiments along the line of special education for the backward and wayward

pupils. He said that so many of the backward and wayward develop into the criminal that it is of great concern to the state to have everything possible done for these classes. The best practice seemed to be the formation of small classes of not more than fifteen pupils to each teacher. The problem he was inclined to believe one for the physician or the alienist rather than the schoolmaster.

Supt. Alfred C. Thompson, of Wakefield, declared for segregation of the dull and unruly, but urged that this should be accomplished without adopting the parental school system and abandoning home influences for the child. He thought medical inspection should play a large part in this segregation, as the causes of dullness are quite as often physical as mental.

J. M. McDonald, agent of the Massachusetts board of education, went so far as to recommend that the present uniformity of courses be abandoned, and that from the third grade up there be established gradually diverging courses of study, so that the child's interest and ability might be quickened by applying his time to the thing that suited him. This extension of the elective system to the intermediate and grammar grades of the public schools he thought would reduce the number of dull and degenerate pupils to a minimum, whereas present

method increases the normal proportion of such children.

### Providence School Supplies.

The muddle in the supply department of the Providence, R. I., public schools has been settled by the exoneration of the purchasing agent. After the charges had been made against the department, a public hearing was held which was attended by over 700 citizens. The hearing developed that the charges were not of a very definite character, and the defence of the purchasing agent revealed the fact that bad business management probably existed. The report of the executive committee of the school board showed how unbusinesslike the system had been. Excessive prices had been paid for supplies, but not "intentionally," on the part of the purchasing agent. The committee as a whole declared that the goods used in the school were satisfactory in regard to quality. A minority report insisted that the quality of the supplies was not the same as that of the samples.

According to the latest reports it would seem that the school committee has realized the weakness of its system. It has displaced the purchasing agent against whom the charges were made and elected Hoffman S. Dorchester, a former occupant of the position. The developments in regard to the supply department have created a sentiment in favor of abolishing the school committee and replacing it by a commission.

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### Here and There.

Prof. Frederick Starr, of the University of Chicago, has announced that he will award a silver medal annually to the person in the United States who has, during the year, distinguished himself most in research work among the American Indians. The medal is to be called the "Cornplanter Medal," in honor of the Indian chief, Cornplanter, head of the Long House of the Five Nations.

Professor Starr is now having six medals made, which he intends to present to the six most prominent workers in Indian research at the present time.

### The Carnegie Institution.

At the second annual meeting of the trustees of the Carnegie institution, in Washington, an aggregate expenditure of \$373,000 in grants for scientific researches and \$40,000 for publications was authorized for the ensuing year. Secretary of State Hay was chosen a member of the executive committee.

Andrew Carnegie made a brief address in which he commended the work already done and talked of the aim of the institution. This he declared to be to give liberal encouragement, in co-operation with other institutions, to investigation, research, and discovery; to provide buildings, laboratories, books, and apparatus, and afford advanced instruction to qualified students.

Among the subjects in connection with which grants have been or will be made are anthropology, astronomy, bibliography, botany, chemistry, engineering, exploration, geophysics, geology, history, paleontology, physics, physiology, psychology, and zoology. Twenty-five research assistants have been appointed. The recipients of grants represent every part of the United States.

Among the subjects now under consideration by the institution in connection with grants are a solar observatory, Southern observatory, geophysical laboratory, trans Caspian exploration and archeological exploration, exploration in the South Pacific ocean, establishment of biological experiment laboratories, and international magnetic researches.

### Chicago and Thereabouts

The school management committee of the Chicago board of education has decided that Mary T. Downery, who recently became a pensioner, cannot return to service in the schools. This disposes of the question as to the right of pensioners to return to the schools when they have recovered their health.

At the meeting of the Chicago board of education to consider matters connected with the repair department, it was decided to postpone the election of a school architect until the January meeting of the board. The eighty-three employees of the repair department are to be paid until the first meeting of the new year. Chairman Rawson, of the finance committee protested against this action. He said that the accounts are already heavily overdrawn as follows:

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Manual training, \$287.  
Parental school, \$6,151.

The Chicago school children collected and gave at Thanksgiving time \$5,600 for charitable purposes.

### Public Schools and Anarchy.

Prin. W. H. Campbell, of the Wentworth school, Chicago, astonished the members of the George Howland club recently by declaring that the public schools are a breeding place for anarchists.

"There are coming out of the public schools to-day," he said, "a great mass of anarchists. Pupils in many of the Chicago schools, and in my own schools, hoot at the teachers when they pass by. I have even known them to follow the teachers to their boarding houses. When a body of pupils are permitted to go into a school and say that one of their teachers must not ride on street cars run by non-union carmen during a strike, and be sustained in their demand, I say that is anarchy. I do not say that anarchy is taught in the schools, but one thing we must do is to seek a remedy. We have a parental school, and it is full and if that were enlarged it would be filled up just as quickly."

In speaking of the charges that the public schools foster anarchy, Supt. E. G. Cooley, of Chicago, said: "In the sporadic display of tendencies toward anarchy among school children, is found merely an expression of the sentiments of the general populace of Chicago. The papers are full of accounts of the careers of the car bandits. People are talking of them, and preachers even are discussing them. It is no wonder that the children have caught the fever. They only reflect the general sentiment. Everyone knows that there is nothing in the school training to inculcate or foster such doctrines."

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## College Athletics.

Calvin M. Woodward, dean of the school of engineering and architecture in Washington university and president of the St. Louis school board, speaks as follows in regard to athletics: "My contention is that if athletics are to be allowed to exist at all as a feature of college life, physical training, including a fair proportion of domestic and intercollegiate athletics should be incorporated into the curriculum. If athletics are not worthy of such recognition, they are not worthy of athletic fields and athletic club-houses. If intercollegiate contests are not worthy of financial support and effective supervision, they ought not to be allowed, and it is the height of inconsistency to adopt eligibility rules which have no bearing except in the case of intercollegiate contests.

Under student management athletics have run riot in some institutions, and into serious exaggerations in many. In secondary schools the exaggerations are becoming intolerable. Sporting men and sporting methods are having a bad influence among boys depreciating intellectual pursuits and degrading morals. I believe that athletics can be restrained within bounds and kept wholesome and altogether desirable, but active physical training must be required and made universal; intercollegiate games and field meets must be limited in number and improved in character, and all necessary funds must come from the college chest and be accounted for as rigidly as are the expenses of a department of engineering or a museum of art.

It is announced that Ralph Voorhees has given \$10,000 to furnish the new library at Rutgers college and make good a deficit for its construction. To obtain this gift the Rutgers students were obliged to raise \$4,000 in forty-eight hours. This they succeeded in accomplishing thru a vigorous personal canvass of the alumni.

It has also been announced that the valuable collection and library of the late Albert H. Chester, professor of mineralogy and geology at Rutgers, has been donated to the institution.

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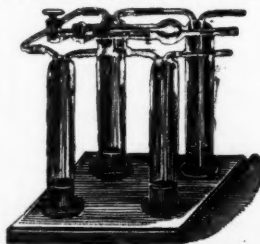
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